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ABSTRACT

In the spring of 1983, an evaluation of the junior and senior high guidance programs in the Mesa Public Schools was conducted. Surveys were developed to solicit opinions from parents, teachers, counselors, administrators, career specialists, and students as to how counselors actually spend their time versus how they should spend their time. Results were analyzed separately for each group of respondents and for the junior high and high school programs. Parents, teachers, counselors, career specialists, and students believed that junior high counselors spend the greatest amount of time on student registration, followed by individual personal counseling and individual academic/vocational counseling. Administrators believed that junior high counselors devote the greatest amount of time to individual personal counseling, followed by registration and consultation with parents. All groups believed that counselors should spend most of their time on individual personal or academic/vocational counseling. Overall ratings of the junior high program varied by group; parent and student ratings were lowest. Results from the high school program evaluation were very similar, and recommendations cover both levels. Survey instruments and responses are included in the appendix. (BW)

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SECONDARY COUNSELING SERVICES AS PERCEIVED BY SELECTED PUBLICS

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DEPARTMENT OF RESEARCH & EVALUATION

MESA PUBLIC SCHOOLS

SECONDARY COUNSELING SERVICES AS PERCEIVED BY SELECTED PUBLICS

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RR-49

FOREWORD

The major function of the Mesa Public Schools Department of Research and Evaluation is to provide information to decision makers. This data should be timely, valid, reliable, accurate, and informative. It should be of sufficient depth, yet concise enough to speak squarely to the issue at hand.

The purpose of this report by the Department of Research and Evaluation was to update baseline data collected in 1972 concerning the Mesa Public Schools Counseling Services. It is hoped that with this collection of information, planning, implementation, and results of program and policies will be even more directed and suited to the variety of needs of the students served by the program.

The major effort in the development of this report was the responsibility of Research and Evaluation, under the direction of Dr. James DeGracie. Dr. Judy Rule contributed greatly to the initial planning of the study. The head counselors and the Director of Guidance Services contributed significantly to the development of the survey instruments. Members of the Department of Research and Evaluation, Ms. Shirley Halverson, Ms. Patty Stein, Ms. Camille Estes, Ms. Debbie Hollingsworth, Ms. Evelyn Winkler, and COE student Joe Cobos, all contributed significant effort in reproduction and presentation of this report for distribution. Ms. Donna Replogle accomplished the extensive typing and editing of this report.

Research and Evaluation is a department answering to the Deputy Superintendent, Dr. James Zaharis.

INTRODUCTION

In the spring of 1983, the Department of Research and Evaluation conducted an evaluation of the junior and senior high guidance programs in the Mesa Public Schools. Surveys were developed to solicit opinions from parents, teachers, counselors, administrators, career specialists, and students.

The surveys consisted primarily of two types of items. The first included a list of services that counselors perform in the Mesa Public Schools. Respondents were asked their opinions on how counselors actually spend their time versus how they ideally should spend their time. The second type of item consisted of statements relating to aspects of the counseling program, to which respondents answered on a five-point Likert scale, ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). These items were grouped into six broad Areas: Availability of Services, Personal Counseling, Academic/Vocational Counseling, Communication/Cooperation with Teachers and Parents, Dissemination of Information, and Time and Role Considerations. Several items which did not fall into an Area were uncategorized and analyzed separately.

Results were analyzed separately for each group of respondents. The junior high and high school counseling programs were not compared directly since they differ to a considerable degree.

RESULTS

JUNIOR HIGH COUNSELING PROGRAM

Parents

1. Parents believe that counselors spend the greatest amount of time on student registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they believe the greatest amount of time should be spent on individual academic/vocational counseling, followed by individual personal counseling, and then consultation with parents concerning students and school-related behaviors.

2. Parents rated the overall counseling program as average. In addition, all but one Area was rated as average; Time and Role Considerations was above average. Parents who indicated that their children have had contact with a counselor were significantly more positive than those who indicated their children have not had contact with a counselor or who did not know if they had.

3. Parents rated the helpfulness of the classroom guidance units as average.

Teachers

1. Teachers believe the greatest amount of time is spent on registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they believe counselors should spend the greatest amount of time on individual personal counseling, followed by individual academic/vocational counseling, and then consultation with parents.

2. Teachers rated the overall counseling program as above average, as well as Availability of Services, Personal Counseling, and Communication/Cooperation with Teachers. Areas which were rated as average included: Academic/Vocational Counseling, Dissemination of Information, and Time and Role Considerations.

3. Teachers rated the helpfulness of the classroom guidance units as average.

Counselors

1. Counselors indicated they spend the greatest amount of time on registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they would like to spend the greatest amount of time on individual personal counseling, followed by individual academic/vocational counseling, and then consultation with parents.

2. Counselors' overall rating of the counseling program was above average. In addition, all but one Area mean was above average. They rated Time and Role Considerations as average.

3. Counselors rated the helpfulness of the classroom guidance units as above average.

Administrators

1. Administrators believe that counselors devote the greatest amount of time to individual personal counseling, followed by registration and consultation with parents. They believe the greatest amount of time should be devoted to individual personal counseling, followed by individual academic/vocational counseling, and then registration. Overall, however, their perceptions of how time is spent versus how it should be spent were very similar.

2. Of all groups at this level, administrators were most positive, rating the overall program as excellent. In addition, all Area means were rated as above average.

3. The helpfulness of the classroom guidance units was rated as above average.

Career Specialists

1. Career specialists indicated that the greatest amount of time is spent on registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they believe the greatest amount of time should be spent on individual academic/vocational counseling, individual personal counseling, and classroom presentations.

2. Career specialists gave an excellent rating to the overall program. Above average ratings were given to the following Areas: Personal Counseling, Academic/Vocational Counseling and Communication/Cooperation with Teachers. Other Areas were rated as average.

3. Career specialists rated the helpfulness of the classroom guidance units as excellent.

Students

1. Students believe the greatest amount of time is spent on registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they believe the greatest amount of time should be spent on individual personal counseling, followed by individual academic/vocational counseling and registration.

2. This year, approximately 2/3 of the students met with a counselor individually, 1/4 in small groups, and 60% in a classroom. Over 2/3 of the students visited their Career Center at least once.

3. Students rated all but one Area as average; Dissemination of Information was above average. Students who have had contact with a counselor individually or in small groups at least once this year were significantly more positive than those who have not in the following Areas: Personal Counseling, Academic/Vocational Counseling, and Dissemination of Information.

4. Students gave average ratings to the helpfulness of the classroom guidance units and activities in the "Red Folder."

Comments

1. The most frequently made comments by all groups dealt with the perceptions that administrative and clerical functions take time away from counselor contacts with students, parents, and staff.

2. Teachers and students commented that there is variation among counselors in the quality of services provided.

HIGH SCHOOL COUNSELING PROGRAM

Parents

1. High school parents believe that counselors spend the greatest amount of time on registration, followed by individual academic/vocational counseling, classroom presentations, and indirect services to students. Ideally, they believe that the greatest amount of time should be spent on individual academic/vocational counseling, followed by individual personal counseling and classroom presentations.

2. Parents rated the overall program as average. In addition, all but one Area was rated as average; Time and Role Considerations was above average. Parents whose children have had contact with a counselor were significantly more positive about the program than those whose children have not had contact with a counselor or who did not know if they had.

3. Parents rated the helpfulness of the Career Planning Unit as average.

Teachers

1. Teachers indicated that the greatest amcunt of time is spent on registration, followed by individual personal counseling and individual academic/vocational counseling. Ideally, they believe counselors should spend the greatest amount of time on individual academic/vocational counseling, followed by individual personal counseling, and then registration.

2. Teachers rated the program as above average overall. Availability of Services was also rated as above average; all other Area means fell in the average range.

3. The helpfulness of the Career Planning Unit was rated average.

Counselors

1. High school counselors indicated that they spend the greatest amount of time on registration, followed by individual academic/vocational counseling and individual personal counseling. Ideally, they would like to spend the greatest amount of time on individual academic/vocational counseling, followed by individual personal counseling, and the classroom presentations.

2. Counselors' overall rating of the program was above average. Areas which were rated above average included: Personal Counseling, Academic/Vocational Counseling, Communication/ Cooperation with Teachers, and Dissemination of Information. Other Areas were rated as average.

3. Counselors rated the helpfulness of the Career Planning Unit as above average.

Administrators

1. Administrators' perceptions of how time is spent and how it should be spent were very similar. In both cases, they ranked individual personal counseling and individual academic/vocational counseling as 1 and 2, respectively. The service ranked third highest in terms of time actually spent was registration, but in terms of time that should be spent it was classroom presentations.

2. Administrators gave the program an above average rating overall. Two Areas, Communication/Cooperation with Teachers and Dissemination of Information, were also rated above average. Other Area means fell in the average range.

3. The helpfulness of the Career Planning Unit was rated above average.

Career Specialists

1. Career specialists believe counselors devote the greatest amount of time to registration, followed by individual academic/vocational counseling and individual personal counseling. In terms of time that should be spent, they ranked individual academic/vocational counseling the highest, followed by individual personal counseling and then classroom presentations.

2. The overall program received an above average rating by career specialists. All Areas were also above average, with the exception of Time and Role Considerations, which was average.

3. Career specialists rated the helpfulness of the Career Planning Unit as above average.

Students

1. Students believe the greatest amount of time is spent on registration, individual academic/vocational counseling, and individual personal counseling. Ideally, they believe the greatest amount of time should be spent on individual academic/vocational counseling, followed by registration, and then individual personal counseling.

2. Approximately 70% of the students have met with a counselor individually, 22% in small groups, and 60% in their classrooms, at least once this year. Over 3/4 of the students have visited their Career Center at least once.

3. Students rated Dissemination of Information as above average, and all other Areas as average. Students who have had contact with a counselor individually or in small groups at least once this year were significantly more positive than those who have not for the following Areas: Personal Counseling, Academic/Vocational Counseling, and Dissemination of Information.

4. Students gave average ratings to the helpfulness of the Career Planning Unit and activities in the "Red Folder."

Comments

1. The most frequent comment made by all groups was that counselors spend too much time on administrative and clerical functions, which takes time away from personal contacts.

2. Another comment made frequently was that more monitoring of individual progress is needed, especially with respect to graduation requirements.

RECOMMENDATIONS

Because results were similar for both junior high and high school programs, the same general recommendations can be made for both:

1. Because groups who are familiar with counseling services tend to be more favorable toward the program, an effort should be made to advertise counseling services, especially to parents and students. Parents, in particular, do not feel they receive enough information about available services.

2. Based on comparisons of how counselor time is actually spent versus how it should be spent, a careful examination is needed of the counselor's role in student registration and scheduling. Perhaps data could be collected to determine if counselors actually devote as much time to this function as all groups perceive they do. If they do, then options for making more efficient use of counselor time in the registration process should be explored.

3. Most of the groups believe that the greatest amount of time should be spent on individual counseling, either personal or academic/vocational. If time spent on registration can be decreased, the additional time should be devoted to individual counseling. At the junior high level, some of the additional time could also be devoted to consultation with parents. At the high school level, some of the additional time could also be devoted to classroom presentations.

4. Based on the Area means, the junior high and high school programs are doing an average to above average job in providing counseling services. However, within each Area, results varied by

individual items. The program director and counselors should examine these items in detail to determine specific areas of strength and need.

5. The classroom guidance units and the career planning folders need to be reviewed. In general, students and teachers were not as positive about their usefulness as counselors and career specialists were. Feedback from students should be obtained to determine how the activities could be made more beneficial to them.

6. A significant change in the program emphasis of the counseling services has taken place between 1972 and 1983. This would be a good time to reexamine and respecify program emphasis based on the findings of this study and known requirements.

7. Results of this evaluation will be provided for each individual school, compared with district results. Again, the program director and counselors should examine their results in detail to determine specific areas that need improvement.

INTRODUCTION

In the fall of 1982, the Deputy Superintendent for Educational Services requested the Department of Research and Evaluation to conduct an evaluation of the junior and senior high guidance programs. The purpose of this evaluation was to gather data on the existing program, as well as to establish baseline information for future monitoring of the program.

Historical Background

In the early 1970's, work began on a multifunded project, with the goal of developing and implementing an individualized Career Guidance Model into Mesa's Career Education System. This model was based on the philosophy that Mesa's career guidance programs should assist students in setting "life" goals in such areas as: (a) occupations, (b) education, (c) personal and social behavior, (d) learning-how-to-learn, (e) social responsibility development, and (f) leisure-time activities. The philosophy grew out of a concern that the Guidance Department primarily was helping a few students through crisis counseling, and a desire to move toward developmental and preventative programs, in order to be helpful to all students. Six assumptions which helped to shape the new programs emerged from this philosophy:

- Guidance must help develop and protect individuality.
- Guidance must help students become effective problem solvers.
- Guidance should be available to all students.
- Guidance should be integrated with the educational process.
- Guidance should be developmental as well as prescriptive or remedial.
- Counseling personnel must be able to evaluate their own effectiveness.

The major result of the multifunded project was development of career guidance "units." These were designed to be an integral part of the curriculum administered by teachers and counselors in the classroom. Since completion of the project, the units have been revised and updated, but their basic purpose, as well as the philosophy of the guidance program, has remained unchanged.

Another part of the project involved having counselors answer a questionnaire showing how their time was being used. In addition, students, parents, teachers, counselors, and administrators were interviewed to determine their perceptions of the ideal allocation of counseling personnel time. The results of these tasks can be found in Appendix A and will be used later in this report to make comparisons with current data.

The Mesa Public Schools' Guidance Department currently has 48 certified counselors at the secondary level: 23 junior high, 22 high school, 2 MCVTC, and 1 counselor for Native American students. In addition, there are 13 career specialists. Staffing ratios at the secondary level are approximately one counselor for every 450

students. If career specialists are included the ratio becomes one counselor/career specialist to every 354 students. The counselors' primary role is to serve as advocate for the students. Counseling services include such things as: direct individual and small group counseling, classroom presentations, testing, registration, class changes, career information and activities, and classroom guidance instructional units.

METHODS

Survey Development

Input concerning the guidance program was desired from the following groups at the junior and senior high levels: parents, students, teachers, administrators, counselors, and career specialists. In order to gather this information, three survey instruments were developed: parent survey, student survey, and teacher/counselor/administrator/career specialist survey. Development of these surveys consisted of four steps. First, a review was made of 1970 reports and input was obtained from the head counselors regarding major functions of the guidance program. Second, initial drafts of the survey instruments were written by Research and Evaluation. Third, the instruments were reviewed and changes were made in meetings with the head counselors. Fourth, Research and Evaluation finalized the surveys and modified specific items to make them appropriate for the junior or senior high programs.

The resulting surveys had two primary types of items. The first consisted of a list of services that counselors perform in the Mesa Public Schools. Respondents were asked their opinions on how they perceive counselors <u>actually</u> spend their time versus how they

should ideally spend their time. Parents and students responded by ranking the duties in terms of time they believe is spent and time that should be spent. Teachers, counselors, administrators, and career specialists responded by giving percentage of time that is spent and time that should be spent on these duties. The second type of item consisted of statements relating to various aspects of the counseling program to which respondents answered on a five-point Likert scale, ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). In addition, students and parents were asked several questions concerning frequency of contact with counselors; open comments were solicited from all three groups; and parents and teachers/counselors/ administrators/career specialists rated the overall counseling program on a five-point scale from excellent to poor. Copies of the surveys can be found in Appendix B.

Sampling

A 100% sample of junior high and senior high teachers, counselors, administrators, and career specialists was used. Surveys were sent to principals, who were asked to distribute them to the appropriate people.

Partial sampling of students and parents was used. For every school, two representative classrooms of students at each grade level, chosen by the principals, responded to the survey. These same students were given a parent survey to take home. One additional representative classroom of students at each grade level also was asked to take parent surveys home.

Return rates for the groups were as follows:

	Junior High	Senior High
Parents	32%	26%
Teachers	64%	63%
Counselors	96%	92%
Administrators	88%	89%
Career Specialists	100%	100%
Students	Not Applicable	Not Applicable

Parent return rates were computed based on 35 students per class receiving the survey. Due to smaller classes and students not taking the surveys home, the actual parental return rate of those receiving the survey was most likely much higher.

Data Analysis

After the surveys had been administered and returned, the data were compiled and analyzed by Research and Evaluation. For the teacher/counselor/administrator/career specialist and student

surveys, bubble sheets were scanned, and for the parent surveys, results were keypunched. Due to the nature of the items dealing with how counselors spend their time, these were tallied and summarized by hand for all groups.

Because the surveys differed for each group, results were analyzed separately. Furthermore, it was decided not to compare results for the junior high and high school programs since they differ considerably. Therefore, results were obtained for twelve groups: parents, teachers, counselors, administrators, career specialists, and students at the junior and senior high levels. For some of the analyses, students were further subdivided into two groups: those who have had contact with a counselor individually or in small groups at least once this year and those who have had no personal contact or have only seen a counselor in their classrooms this year. Parents were also subdivided into two groups: those who indicated that their children have had contact with a school counselor and those who have not or didn't know.

For the items dealing with how counselors spend their time, two means were computed for each service described: one mean for how respondents perceived counselors <u>actually</u> spending their time and one mean for how respondents believe counselors <u>should</u> spend their time. Results for teachers, counselors, administrators and career specialists are reported in mean percentages of time, and therefore, the larger the number, the more time spent. For parents and students, the mean ranks were converted back to the original scale, with 1 indicating the most time and 12 indicating the least time. Therefore, for these two groups, the smaller the number, the more time spent.

For ease in discussion, the Likert items were grouped into six broad Areas: Availability of Services, Personal Counseling, Academic/Vocational Counseling, Communication/Cooperation with Teachers (and Parents), Dissemination of Information, and Time and Role Considerations. Availability of Services includes items which deal with availability and accessibility of counselors to students and parents and the adequacy of student/staff ratios. Personal Counseling includes items dealing with guidance in developing decision-making skills, problem-solving skills, a realistic self-concept, interpersonal skills, self-understanding, and self-direction in planning, as well as whether or not students feel comfortable talking to counselors. Academic/Vocational Counseling includes items concerning counselor help in registration, planning program of studies, developing study skills, interpreting test scores, and developing awareness of educational/vocational goals and abilities. Communication/Cooperation with Teachers (and Parents) deals with the role of counselors as intermediaries in conflict situations, teachers' receptiveness to counselors being in their classrooms, teachers seeking help from counselors and counselors' help to teachers, communication between counselors and teachers, and for the parent survey only, communication between counselors and parents. Dissemination of Information refers to adequacy of explanations of services to students and parents, and information on future employment, education, financial aid, military services, and graduation requirements. Time and Role Considerations includes items on whether counselors best serve student interests through individual or group counseling, time spent on scheduling and registration, time spent on planning special events such as college

visitations and career days, counselors' roles in special education processing, and counselor involvement in school activities. Several other items did not fall into an Area and were analyzed separately.

Means were computed for each Area and will be discussed in this report. The means for individual Likert items for each group are presented in Appendix C. In considering Area and item means, the following operational definitions will be used:

Range	Area Means	Item Means
1.00-1.50	Excellent	Strongly Agree
1.51-2.50	Above Average	Agree
2.51-3.50	Average	No Opinion
3.51-4.50	Below Average	Disagree
4.51-5.00	Poor	Strongly Disagree

When interpreting "average" Area means, it should be kept in mind that these are based on items which originally received a "no opinion" response. Appendix D contains results of individual Likert items, reported in terms of percent who strongly agreed or agreed, had no opinion, and disagreed or strongly disagreed.

Finally, open comments were summarized separately and categorized into broad areas of concern.

RESULTS

Junior High Counseling Program

Parents

Junior high parents' perceptions of how counselors spend their time and how they should spend their time are provided in Table 1. Keeping in mind that the smaller numbers indicate the greatest amount of time, it can be seen that parents believe counselors spend the greatest amount of time assisting with student registration, scheduling, and schedule changes, followed by individual personal counseling, and the individual academic and vocational counseling. Looking at parents' perceptions of how time should be spent, there were differences for several of the services. The largest discrepancies occurred in the following areas: more time should be spent on group counseling concerning personal problems and consultation with parents; less time should be spent on student registration and special education processing. Parents also indicated that more time should be spent on individual counseling regarding academic and career concerns, classroom presentations and indirect services.

Table 1

Junior High Parents' Rankings of Time Spent on Counseling Services

Service	Time Actually Spent (RANK)	Time that Should be Spent (RANK)
1. Counseling with individual students concerning personal problems.	2	2
2. Counseling with individual students regarding academic, career, and vocational concerns.	3	1
3. Group counseling with students concerning personal problems.	11	7
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	6	4
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	9	8
6. Assisting with student registration, scheduling and schedule changes.	1	5
7. Educational services, including special ed. processing, procedures and staffings.	5	9
8. Managing events such as college visitations, career days, and Op Shop.	10	10
9. Coordination of testing, district level programs and district committees.	8	11
10. Consultation with parents concerning students and school-related behaviors.	7	3
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	3	6
12. Other (please specify).	12	12

The Area means for junior high parents are listed in Table 2. These were analyzed for three groups: all junior high parents (total group), those parents who indicated their children have had contact with a school counselor (contact group), and those who indicated their children have not had contact with a counselor or who do not know (no contact group). Considering the total group, there was one Area, Time and Role considerations, which fell in the above average range, indicating parents believe that counselors best serve student interests through direct counseling, either individually or in small groups. All other Area means, as well as the overall rating of the program, fell in the average range. Parents' responses to items concerning helpfulness of classroom guidance units and whether or not there is an adult at school who is personally concerned about their children fell in the no opinion category.

Table 2

Junior High Parents' Mean Perceptions by Area

Area	Total Group			Contact Group			No Contact Group		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.
Availability of Services*	735	2.53	0.53	473	2.47	0.52	262	2.63	0.53
Personal Counseling*	736	2.83	0.74	475	2.75	0.78	261	2.98	0.64
Academic/Vocational Counseling*	745	3.01	1.04	481	2.90	1.07	264	3.21	0.96
Communication/Cooperation with Teachers and Parents*	736	2.78	0.72	475	2.71	0.75	261	2.89	0.66
Dissemination of Information*	726	3.11	0.63	466	3.07	0.64	260	3.19	0.60
Time and Role Considerations*	741	2.17	0.85	479	2.11	0.85	262	2.30	0.85
Noncategorized Items:									
My child(ren) has a significant adult at school who is personally concerned about him/her.*	751	2.71	1.12	483	2.53	1.11	268	3.03	1.05
The classroom guidance units are helpful to my child(ren).*	737	2.72	0.82	475	2.68	0.82	262	2.80	0.81
Overall Rating of Program*	687	2.71	0.97	454	2.61	0.99	233	2.90	0.90

*Significant difference ($p<.05$) between contact and no contact groups.

Data concerning student-counselor contacts shows that nearly 2/3 of the parents indicated their children have had contact with a school counselor, 28% indicated their children have not had contact with a counselor, and 8% did not know. Of those whose children have had contact, the reason was school-related in over half the cases and personal in only 4% of the cases. Other reasons included: schedule changes, getting acquainted, group meetings, parents' request, grades, career, behavior problems, information on ELP, fighting, illness, athletics, lunch ticket, school aid, and boundaries.

Comparing the contact and no contact groups, the Area means were higher for the contact group in all cases. These differences were statistically significant for all Areas, noncategorized items, and the overall rating of the program. Parents whose children have had contact with the counselors are significantly more positive about the counseling program.

Teachers

Table 3 provides teachers' perceptions of time spent on counselor services. They believe counselors spend the greatest amount of time on student registration and scheduling, followed closely by individual counseling concerning personal problems. Looking at how teachers believe time should be spent, the results were similar in most cases to how time is spent. The greatest discrepancy occurred with student registration, where teachers indicated that about 8% less of counselors' time should be devoted to registration. In terms of absolute rank, the greatest difference was group personal counseling, moving from a rank of 11 for time

Table 3

Junior High Teachers' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	18.5	(2)	20.4	(1)
2. Counseling with individual students regarding academic, career, and vocational concerns.	9.6	(3)	12.9	(2)
3. Group counseling with students concerning personal problems.	4.9	(11)	7.2	(6)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	6.5	(7)	6.9	(8)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	5.0	(9)	5.2	(9)
6. Assisting with student registration, scheduling and schedule changes.	18.9	(1)	10.8	(4)
7. Educational services, including special ed. processing, procedures and staffings.	8.1	(6)	7.0	(7)
8. Managing events such as college visitations, career days, and Op Shop.	5.0	(9)	3.9	(11)
9. Coordination of testing, district level programs and district committees.	5.3	(8)	4.3	(10)
10. Consultation with parents concerning students and school-related behaviors.	8.4	(4)	10.9	(3)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	8.4	(4)	8.9	(5)
12. Other (please specify).	0.9	(12)	0.8	(12)

that is spent, to a rank of 6 for time that should be spent. Other areas on which slightly more time should be spent, according to teachers, include individual personal counseling, individual academic counseling, classroom presentations, indirect services, consultation with parents concerning students and school-related behaviors and consultation with administrators and teachers.

Table 4 includes Area means for teachers. Availability of Services, Personal Counseling, and Communication/Cooperation with Teachers were considered above average. In addition, the teachers' overall rating of the program was above average. Areas which fell in the average range included Academic/Vocational counseling, Dissemination of Information, and Time and Role Considerations. Teachers strongly agreed that it is important to have confidentiality in the counselor's office. Other noncategorized items fell in the no opinion category.

Counselors

Results concerning junior high counselors' perceptions of how they spend their time and how they should spend their time are presented in Table 5. They indicated that the greatest amount of time is spent on student registration and scheduling, followed by individual personal counseling and then individual academic and career counseling. In terms of how they believe time should be spent, the results were very similar, with the exception of two areas. Counselors would like to spend less time on registration and more time on individual personal counseling. Other services on which counselors would like to devote slightly more of their time are group personal counseling, classroom presentations, and consultation with parents, administrators, and teachers.

Table 4

Junior High Teachers' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	303	2.34	0.77
Personal Counseling	303	2.49	0.77
Academic/Vocational Counseling	303	2.69	0.68
Communication/Cooperation with Teachers	304	2.16	0.66
Dissemination of Information	307	2.83	0.58
Time and Role Considerations	304	2.76	0.57
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	309	1.48	0.79
Students are reasonable in their requests to see counselors.	306	2.66	1.07
The classroom guidance units are helpful to students.	305	2.67	0.85
Overall Rating of Program	276	2.08	0.78

Table 5

Junior High Counselors' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	18.1	(2)	25.3	(1)
2. Counseling with individual students regarding academic, career, and vocational concerns.	11.9	(3)	12.8	(2)
3. Group counseling with students concerning personal problems.	4.8	(8)	8.9	(5)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	7.9	(7)	8.8	(6)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	3.3	(9)	2.8	(9)
6. Assisting with student registration, scheduling and schedule changes.	19.6	(1)	7.8	(7)
7. Educational services, including special ed. processing, procedures and staffings.	8.7	(6)	6.8	(8)
8. Managing events such as college visitations, career days, and Op Shop.	2.4	(11)	2.5	(11)
9. Coordination of testing, district level programs and district committees.	3.1	(10)	2.6	(10)
10. Consultation with parents concerning students and school-related behaviors.	10.4	(4)	11.1	(3)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	9.3	(5)	9.6	(4)
12. Other (please specify).	0.7	(12)	1.0	(12)

Because counselors completed a similar task in 1972, it is interesting to compare the similarities and differences in results after eleven years. Results from 1972 can be found in Appendix A. Even though the list of services has changed, some broad comparisons can be made. For example, counselors in 1972 indicated that they spent about 10% of their time on student registration, whereas counselors currently spend nearly 20% of their time on registration. In 1972, it was recommended that junior high counselors should spend about 7% of their time on registration; this year, counselors indicated they should spend 8% of their time on registration, so these were similar.

In the area of educational-vocational counseling, it was recommended in 1972 that counselors spend 9% of their time on services related to this area. On the current survey, counselors indicated that they spend approximately 20% of their time on educational-vocational counseling, both with individuals and in classroom presentations, and they believe they should devote slightly more time in this area. Therefore, at the junior high level, priorities have shifted in the past decade to place more emphasis on educational-vocational counseling.

In contrast, the 1972 recommendations set a goal for counselors to devote 66% of their time to inter- and intra-personal counseling. This year, counselors indicated that they spent approximately 23% of their time on personal counseling, either individually or in groups. They believe they should devote 33% of their time on counseling regarding personal concerns. Even though the numbers are not directly comparable due to changes in the

classification of counseling services, it is clear that there has been a shift in priorities to devoting less time on personal counseling.

Area means for counselors are listed in Table 6. The overall rating of the program was above average. In addition, all Areas were above average, with the exception of Time and Role Considerations, which was average. Counselors strongly agreed that it is important to have confidentiality in their office. They also agreed that students are reasonable in their requests to see counselors, and that the classroom guidance units are helpful to students.

Administrators

Table 7 lists the administrators' perceptions of time spent on counselor services. For the most part, administrators' perceptions of how time is spent and how it should be spent are very similar. They indicated that the greatest amount of time is spent on counseling with individual students concerning personal problems, followed by assisting with student registration and scheduling. They indicated that a little more time should be spent on individual academic counseling and slightly less time on registration, but overall, the two ratings were very similar.

Table 6

Junior High Counselors' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	21	2.35	0.48
Personal Counseling	22	1.75	0.39
Academic/Vocational Counseling	22	2.22	0.51
Communication/Cooperation with Teachers	20	1.60	0.36
Dissemination of Information	22	2.45	0.44
Time and Role Considerations	22	2.68	0.49
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	22	1.48	0.79
Students are reasonable in their requests to see counselors.	22	1.91	0.87
The classroom guidance units are helpful to students.	22	1.77	0.69
Overall Rating of Program	20	1.60	0.68

Table 7

Junior High Administrators' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	21.5	(1)	22.3	(1)
2. Counseling with individual students regarding academic, career, and vocational concerns.	10.7	(4)	13.2	(2)
3. Group counseling with students concerning personal problems.	4.4	(10)	6.6	(7)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	8.4	(6)	8.4	(4)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	5.1	(8)	4.9	(9)
6. Assisting with student registration, scheduling and schedule changes.	14.2	(2)	13.0	(3)
7. Educational services, including special ed. processing, procedures and staffings.	7.1	(7)	6.0	(8)
8. Managing events such as college visitations, career days, and Op Shop.	4.2	(11)	3.9	(11)
9. Coordination of testing, district level programs and district committees.	5.0	(9)	4.5	(10)
10. Consultation with parents concerning students and school-related behaviors.	10.8	(3)	8.3	(5)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	8.6	(5)	7.3	(6)
12. Other (please specify).	0.1	(12)	0.4	(12)

Junior high administrators had very positive Area means; all were above average (Table 8). In addition, their overall rating of the program was excellent. Like the teachers and counselors, they strongly agreed that it is important to have confidentiality in the counselor's office. They agreed that the classroom guidance units are helpful and that students are reasonable in their requests to see counselors.

Career Specialists

Career specialists' perceptions of counselor services are presented in Table 9. There were some discrepancies in their perceptions of how time is spent versus how it should be spent. They indicated that the greatest amount of time is spent on student registration, followed by individual counseling concerning individual problems. They believe, however, that the greatest amount of time should be spent first on individual counseling regarding academic, career, and vocational concerns, and secondly on individual personal counseling. Other services on which they indicated more time should be spent include: group counseling, classroom presentations, managing events such as college visitations and career days, and consultation with parents. In addition to student registration, they also believe less time should be spent on indirect services.

Table 8

Junior High Administrators' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	14	2.05	0.74
Personal Counseling	14	1.65	0.37
Academic/Vocational Counseling	14	2.09	0.32
Communication/Cooperation with Teachers	14	1.63	0.28
Dissemination of Information	14	2.23	0.30
Time and Role Considerations	14	2.09	0.27
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	14	1.14	0.36
Students are reasonable in their requests to see counselors.	14	2.43	0.76
The classroom guidance units are helpful to students.	14	2.07	0.83
Overall Rating of Program	9	1.33	0.50

Table 9

Junior High Career Specialists' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	14.9	(2)	18.1	(2)
2. Counseling with individual students regarding academic, career, and vocational concerns.	12.9	(3)	18.7	(1)
3. Group counseling with students concerning personal problems.	4.4	(9)	7.4	(6)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	8.6	(6)	10.0	(3)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	12.3	(4)	7.3	(7)
6. Assisting with student registration, scheduling and schedule changes.	16.7	(1)	7.6	(5)
7. Educational services, including special ed. processing, procedures and staffings.	6.1	(8)	5.0	(10)
8. Managing events such as college visitations, career days, and Op Shop.	4.3	(11)	5.4	(9)
9. Coordination of testing, district level programs and district committees.	4.4	(9)	4.4	(11)
10. Consultation with parents concerning students and school-related behaviors.	8.9	(5)	9.3	(4)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	6.6	(7)	6.4	(8)
12. Other (please specify).	0.0	(12)	0.3	(12)

Area means for career specialists are listed in Table 10. Their overall rating of the counseling program was excellent. Above average ratings were obtained in the Areas of Personal Counseling, Academic/Vocational Counseling, and Communication/Cooperation with Teachers. Other Area means fell in the average range. The career specialists strongly agreed that it is important to have confidentiality in the counselor's office and that the career guidance units are helpful to students; they agreed that students are reasonable in their requests to see counselors.

Students

Table 11 provides data concerning junior high students' perceptions of counselor services. Their rankings of time that they perceive is spent and that should be spent were very similar. They indicated that counselors spend the greatest amount of time on student registration, followed by individual personal counseling and individual academic and vocational counseling. In terms of time that should be spent, they rated individual personal counseling as most important, followed by individual academic and vocational counseling and assisting with student registration, which were tied. Other services which deserve more time, according to students, are group counseling, classroom presentations, and indirect services.

Table 12 provides data on the frequency of student-counselor contacts. Approximately 2/3 of the students have met with a counselor individually, while only 25% have met in small groups. Slightly over 60% of the students indicated that a counselor had been in their classroom at least once this year. Finally, over 2/3 of the students have visited their Career Centers at least once this year.

Table 10

Junior High Career Specialists' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	8	2.75	1.48
Personal Counseling	8	1.83	0.63
Academic/Vocational Counseling	8	2.13	0.94
Communication/Cooperation with Teachers	8	1.92	0.65
Dissemination of Information	8	2.55	1.50
Time and Role Considerations	8	3.00	1.13
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	8	1.00	0
Students are reasonable in their requests to see counselors.	8	2.38	0.52
The classroom guidance units are helpful to students.	8	1.25	0.46
Overall Rating of Program	7	1.43	0.79

Table 11

Junior High Students' Rankings of Time Spent on Counseling Services

Service	RANK: Time Actually Spent	RANK: Time that Should be Spent
1. Counseling with individual students concerning personal problems.	2	1
2. Counseling with individual students regarding academic, career, and vocational concerns.	3	2
3. Group counseling with students concerning personal problems.	5	4
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	6	4
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	10	7
6. Assisting with student registration, scheduling and schedule changes.	1	2
7. Educational services, including special ed. processing, procedures and staffings.	7	7
8. Managing events such as college visitations, career days, and Op Shop.	9	9
9. Coordination of testing, district level programs and district committees.	11	11
10. Consultation with parents concerning students and school-related behaviors.	4	6
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	7	10
12. Other (please specify).	12	12

Table 12

Frequency of Junior High Student Contacts with Counselors and Use of Services

Frequency	Individual Meetings	Small Groups	Counselors in Class	Visits to Career Center
Once	25%	15%	24%	24%
Twice	15%	5%	17%	14%
Three or Four Times	17%	3%	14%	16%
Five or More Times	9%	2%	6%	14%
None	34%	75%	39%	31%

Area means for students are presented in Table 13. These were analyzed for three groups: all junior high students (total group), those students who indicated they had talked with a counselor individually or participated in a small group at least once this year (contact group), and those students who have only had contact with counselors in the classroom or not at all (no contact group).

Considering the total group of students, all but one of the Area means fell in the average range; Dissemination of Information was above average. Students agreed that counselors can be trusted to keep their confidences. They did not feel strongly one way or the other about the activities in the "Red Folder."

Comparing the contact and no contact groups, the Area means for the contact group were higher in all cases. The differences were statistically significant for Personal Counseling, Academic/ Vocational Counseling, and Dissemination of Information. In addition, significant differences were obtained for the items dealing with student trust in counselors and activities in the "Red Folder." Again, means for the contact group were higher than those for the no contact group.

Comments Concerning the Junior High Program

When summarizing open comments, care must be taken not to overgeneralize, since not all respondents make comments. However, they provide a valuable source of information since respondents can give their own input. Therefore, open comments will be briefly summarized into broad categories in this section.

Following is a list of comments made most often by each group:

Parents

- Increased student-counselor and parent-counselor contacts needed.

Table 13

Junior High Students' Mean Perceptions by Area

Area	Total Group			Contact Group			No Contact Group		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.
Availability of Services	1109	2.94	0.93	806	2.92	0.95	303	2.99	0.86
Personal Counseling*	1097	3.00	0.79	798	2.92	0.79	299	3.21	0.74
Academic/Vocational Counseling*	1082	3.11	0.91	783	3.00	0.86	299	3.39	0.90
Dissemination of Information*	1106	2.45	0.75	804	2.41	0.72	302	2.57	0.79
Noncategorized Items:									
Counselors can be trusted to keep student confidences.*	1115	2.18	1.03	810	2.12	1.04	305	2.34	1.00
I feel it is important to have an adult at school who is personally concerned about me.	1114	2.38	1.18	810	2.35	1.17	304	2.45	1.17
The classroom guidance units are helpful to me.	1112	2.87	1.00	809	2.85	1.00	303	2.95	0.98
I have never felt it necessary to go to the counseling office.*	1106	3.14	1.35	803	3.39	1.28	303	2.47	1.31
The activities in the "Red Folder" are helpful.*	1075	2.84	1.05	783	2.79	1.05	292	2.99	1.04

*Significant difference between students who have had personal contact with a counselor and those who have not.

- Emphasize individual, academic and career counseling.

Teachers

- Too much counseling time spent on administrative, clerical and supervisory duties.
- Services vary by individual counselors.
- Encourage staff-parent-administrator communication.

Counselors, Administrators, and Career Specialists

- Administrative and clerical functions taking too much time.
- Time needed for in-service workshops with teachers.
- Increased student contacts needed.

Students

- Lack of counselor accessibility and availability, including excessive teacher screening.
- More frequent personal and group contact needed.
- Counselors are overloaded.
- More personal involvement and caring needed on part of counselors.

Comparison Across Groups

In order to synthesize the large amount of data, this section will include a summary of results compared across all groups of respondents.

Overall rating of program. Listed below are the mean overall ratings of the junior high counseling program:

Group	Mean Overall Rating of Program
Parents	
Total Group	2.71
Contact Group	2.61
No Contact Group	2.90
Teachers	2.08
Counselors	1.60
Administrators	1.33
Career specialists	1.43

Parents rated the program as average, teachers and counselors as above average, and administrators and career specialists as excellent. Parents whose children have had contact with a counselor were more positive toward the program than those whose children have not had contact.

Perceptions of time spent on counseling services. Following are the groups' perceptions of how counselors spend their time (Table 14). Percentages were converted to absolute rankings so that comparisons could be made across all groups. Overall, the groups were very consistent in ranking the services in terms of time spent. Areas where some discrepancy was found were group counseling where students ranked the time spent higher (smaller number), consultation with parents where parents ranked the time spent lower (larger number), and consultation with administrators and teachers where parents ranked time spent higher as compared to the other groups. Most, however, agreed that the greatest amount of time is spent on assisting with student registration, scheduling, and

Table 14

Rankings of Time Spent on Counseling Services Across All Groups

Service	Parents	Teachers	Coun-selors	Admin-istrators	Career Specialists	Students
1. Counseling with individual students concerning personal problems.	2	2	2	1	2	2
2. Counseling with individual students regarding academic, career, and vocational concerns.	3	3	3	4	3	3
3. Group counseling with students concerning personal problems.	11	11	8	10	9	5
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	6	7	7	6	6	6
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	9	9	9	8	4	10
6. Assisting with student registration, scheduling and schedule changes.	1	1	1	2	1	1
7. Educational services, including special ed. processing, procedures and staffings.	5	6	6	7	8	7
8. Managing events such as college visitations, career days, and Op Shop.	10	9	11	11	11	11
9. Coordination of testing, district level programs and district committees.	8	8	10	9	9	11
10. Consultation with parents concerning students and school-related behaviors.	7	4	4	3	5	4
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	3	4	5	5	7	7
12. Other (please specify).	12	12	12	12	12	12

Table 15

Rankings of Time that Should be Spent on Counseling Services Across All Groups

Service	Parents	Teachers	Coun-selors	Admin-istrators	Career Specialists	Students
1. Counseling with individual students concerning personal problems.	2	1	1	1	2	1
2. Counseling with individual students regarding academic, career, and vocational concerns.	1	2	2	2	1	2
3. Group counseling with students concerning personal problems.	7	16	5	17	6	4
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	4	8	6	4	3	4
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	8	9	9	9	7	7
6. Assisting with student registration, scheduling and schedule changes.	5	4	7	3	5	2
7. Educational services, including special ed. processing, procedures and staffings.	9	7	8	8	10	7
8. Managing events such as college visitations, career days, and Op Shop.	10	11	11	11	9	9
9. Coordination of testing, district level programs and district committees.	11	10	10	10	11	11
10. Consultation with parents concerning students and school-related behaviors.	3	3	3	5	4	6
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	6	5	4	6	8	10
12. Other (please specify).	12	12	12	12	12	12

schedule changes, followed by counseling with individual students concerning personal problems and then counseling with individual students regarding academic, career, and vocational concerns. In general, they believe that the least amount of time is spent on managing events, coordination of testing and indirect services. Following this (Table 15) are the groups' perceptions of how time should be spent. Again, the rankings were similar. The groups believe that counselors should spend the greatest amount of time on individual counseling, regarding both personal and academic concerns. Primarily, the increased time spent on individual counseling would come from less time spent on registration and scheduling. The respondents also indicated more time should be spent on group counseling and consultation with parents. Besides registration, they indicated that less time should be spent on educational services, including special education processing, procedures, and staffing.

There were again some discrepanices in the perceptions of the different groups. Teachers ranked classroom presentations lower than the other groups, administrators and students ranked student registration higher than other groups, and career specialists and students ranked consultation with administrators and teachers lower than the other groups.

Area means. The Area means for all groups are presented below:

	Availability of Services	Personal Counseling	Academic/ Vocational Counseling	Communication/ Cooperation with Teachers	Dissemination of Information	Time and Role Considerations
Parents-Total	2.53	2.83	3.01	2.78	3.11	2.18
Parents-Contact	2.47	2.75	2.90	2.71	3.07	2.11
Parents-No Contact	2.63	2.98	3.21	2.89	3.19	2.30
Teachers	2.34	2.49	2.69	2.16	2.83	2.76
Counselors	2.35	1.75	2.22	1.60	2.45	2.68
Administrators	2.05	1.65	2.09	1.63	2.23	2.09
Career Specialists	2.75	1.85	2.13	1.92	2.55	3.00
Students-Total	2.94	3.00	3.11	N.A.	2.45	N.A.
Students-Contact	2.92	2.92	3.00	N.A.	2.41	N.A.
Students-No Contact	2.99	3.21	3.39	N.A.	2.57	N.A.

All of the Area means fell in the average and above average ranges. Parents gave the highest ratings to Time and Role Considerations, followed by Availability of Services. Time and Role Considerations was ranked the lowest or second lowest Area by all other groups. For all Areas, the parent contact group was significantly more positive than the no contact group. Teachers gave the highest ratings to Communication/Cooperation with Teachers, indicating they are relatively satisfied with this Area. Their lowest rating was in the Area of Dissemination of Information. Counselors, administrators, and career specialists all gave the highest two ratings to Communication/Cooperation with Teachers and Personal Counseling. Counselors and career specialists gave Time and Role Considerations the lowest rating, indicating some concern over how they spend their time. Administrators, like parents, gave Dissemination of Information the lowest rating, although it was still above average.

Students rated Dissemination of Information the highest of all Areas and Academic/Vocational counseling the lowest. This is in contrast with the other groups who ranked Dissemination of Information quite low. Students' Area means fell mostly in the average range, but the contact group was significantly more positive than the no contact group in three of four Areas. There was no difference between the two groups on Availability of Services. Therefore, although both groups believe equally that services are available, they are more positive about the services if they have utilized them.

Parents

Table 16 presents parents' rankings of counselor services in terms of time that is spent and time that should be spent on the various duties. In some cases, there were considerable differences between the two sets of results. Parents responded that counselors spend the greatest amount of time assisting with student registration and scheduling followed by counseling with individual students regarding academic and career concerns. There were several large discrepancies between rankings on time spent and time that should be spent. Parents indicated more time should be spent on individual personal counseling and consultation with parents, and less time should be spent on indirect services, special education processing, and coordination of testing. Other services on which parents believe more time should be spent include: individual academic and vocational counseling, group personal counseling, classroom presentations, and consultation with teachers and administrators.

Parents' Area means are listed in Table 17. For the total group, all but one of the Areas was rated average; Time and Role Considerations was above average. This indicates that parents believe counselors can best serve student interests through direct counseling. Responses to noncategorized items fell in the average

Table 16

High School Parents' Rankings of Time Spent on Counseling Services

Service	RANK: Time Actually Spent	RANK: Time that Should be Spent
1. Counseling with individual students concerning personal problems.	6	2
2. Counseling with individual students regarding academic, career, and vocational concerns.	2	1
3. Group counseling with students concerning personal problems.	11	9
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	3	2
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	3	6
6. Assisting with student registration, scheduling and schedule changes.	1	4
7. Educational services, including special ed. processing, procedures and staffings.	5	11
8. Managing events such as college visitations, career days, and Op Shop.	6	8
9. Coordination of testing, district level programs and district committees.	6	10
10. Consultation with parents concerning students and school-related behaviors.	9	5
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	9	7
12. Other (please specify).	12	12

Table 17

High School Parents' Mean Perceptions by Area

Area	Total Group			Contact Group			No Contact Group		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.
Availability of Services*	397	2.55	0.56	311	2.50	0.53	86	2.75	0.60
Personal Counseling*	388	2.84	0.81	305	2.77	0.81	83	3.12	0.76
Academic/Vocational Counseling*	402	2.88	1.16	315	2.72	1.13	87	3.46	1.10
Communication/Cooperation with Teachers and Parents*	395	2.90	0.77	310	2.86	0.76	85	3.05	0.78
Dissemination of Information*	393	3.12	0.64	310	3.08	0.64	83	3.29	0.61
Time and Role Considerations*	399	2.12	0.88	313	2.06	0.84	86	2.31	0.97
Noncategorized Items:									
My child(ren) has a significant adult at school who is personally concerned about him/her.*	402	2.65	1.14	313	2.52	1.09	89	3.10	1.21
Principles of English II Career Planning Unit is helpful to my child(ren).	393	2.80	0.79	309	2.77	0.79	84	2.88	0.81
Overall Rating of Program*	383	2.78	0.96	302	2.68	0.95	81	3.16	0.90

*Significant difference ($p<.05$) between contact and no contact groups.

range. The high school parents' overall rating of the program also was average.

Looking at student-counselor contact, over 3/4 of the parents indicated their children have had contact with a school counselor and 5% did not know. Of those whose children have had contact, 70% of the parents indicated it was for school-related reasons and less than 3% for personal reasons. Other reasons included: ACT test results, scheduling, to talk, career, credits, group meeting, new student, CEP, student assistant, scholarship, and school activities.

Comparing the contact and no contact groups, the contact group had higher means in all cases. These differences were statistically significant for all Area means, the overall rating of the program, and one noncategorized item. Their opinions concerning the helpfulness of the Career Planning Unit did not differ significantly.

Teachers

Table 18 provides teachers' responses to percent of time that is spent and percent of time that should be spent on the various counseling services. The largest discrepancy occurred in the area of student registration and scheduling. Teachers indicated that counselors should spend approximately 10% less of their time on registration and scheduling. Looking at the two sets of percentages for the other services, there were no other large differences. Teachers believe that the greatest amount of time should be spent on individual counseling, regarding both academic and personal concerns. Other services on which they believe slightly more time

Table 18

High School Teachers' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	13.5	(2)	17.0	(2)
2. Counseling with individual students regarding academic, career, and vocational concerns.	13.3	(3)	17.8	(1)
3. Group counseling with students concerning personal problems.	4.1	(11)	6.1	(8)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	7.3	(5)	8.4	(4)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	8.1	(4)	7.4	(7)
6. Assisting with student registration, scheduling and schedule changes.	22.3	(1)	12.7	(3)
7. Educational services, including special ed. processing, procedures and staffings.	5.4	(10)	4.9	(10)
8. Managing events such as college visitations, career days, and Op Shop.	5.6	(8)	5.6	(9)
9. Coordination of testing, district level programs and district committees.	5.5	(9)	4.1	(11)
10. Consultation with parents concerning students and school-related behaviors.	6.1	(7)	7.9	(5)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	6.7	(6)	7.5	(6)
12. Other (please specify).	1.8	(12)	0.4	(12)

should be spent are: group counseling, classroom presentations, consultation with parents, and consultation with teachers and administrators.

Area means for high school teachers are provided in Table 19. Above average means were obtained for the overall rating of the program and Availability of Services. All other Area means fell in the average range. High school teachers strongly believe it is important to have confidentiality in the counselor's office. They do not feel strongly one way or another concerning the reasonableness of students' requests to see counselors or the helpfulness of the Career Planning Units.

Counselors

Results concerning high school counselors' perceptions of how they spend their time and how they should spend their time are included in Table 20. There were some differences between the two sets of results but there were more similarities. The greatest discrepancy again occurred for student registration and scheduling. They indicated that about 10% less time should be spent in this area. They feel the additional time should be spent on individual counseling, regarding both academic and personal concerns. Counselors would also like to spend slightly more time on the following services: group counseling, classroom presentations, consultation with parents, and consultation with teachers and administrators.

Looking at the 1972 results for time spent on high school counseling services (see Appendix A), some interesting comparisons can be made. In 1972, counselors indicated that they spent 66%

Table 19

High School Teachers' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	286	2.46	0.71
Personal Counseling	282	2.89	0.80
Academic/Vocational Counseling	285	2.94	0.73
Communication/Cooperation with Teachers	281	2.59	0.75
Dissemination of Information	286	2.70	0.62
Time and Role Considerations	284	3.04	0.48
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	288	1.41	0.64
Students are reasonable in their requests to see counselors.	288	2.69	0.98
Principles of English II Career Planning Unit is helpful to students.	286	2.84	0.76
Overall Rating of Program	234	2.41	0.94

Table 20

High School Counselors' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	12.9	(3)	16.9	(2)
2. Counseling with individual students regarding academic, career, and vocational concerns.	14.9	(2)	19.0	(1)
3. Group counseling with students concerning personal problems.	3.4	(10)	7.0	(7)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	10.4	(5)	11.4	(3)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	11.3	(4)	9.7	(5)
6. Assisting with student registration, scheduling and schedule changes.	20.3	(1)	10.7	(4)
7. Educational services, including special ed. processing, procedures and staffings.	4.9	(8)	3.9	(9)
8. Managing events such as college visitations, career days, and Op Shop.	3.9	(9)	3.2	(10)
9. Coordination of testing, district level programs and district committees.	3.2	(11)	3.0	(11)
10. Consultation with parents concerning students and school-related behaviors.	6.8	(6)	8.1	(6)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	5.1	(7)	5.8	(8)
12. Other (please specify).	2.1	(12)	1.1	(12)

of their time conducting student registration. This year, they indicated that they spent about 20% of their time on student registration and scheduling. A recommendation was made in 1972, however, that high school counselors should not spend any time on registration. In contrast, counselors this year believe they should devote about 11% of their time to registration. Therefore, they actually are spending much less of their time on registration now than eleven years ago, but more than was recommended then.

In 1972, high school counselors spent 10% of their time on educational-vocational counseling, while in 1983 they spent 25% of their time in this area, both with individuals and in classroom presentations. It was recommended in 1972 that counselors spend 20% of their time on educational-vocational counseling, whereas this year counselors indicated that 30% of their time should be devoted to this area. Therefore, there has been a slight shift in the importance placed on educational-vocational counseling, but it is not highly discrepant.

Counselors in 1972 spent 10% of their time on inter- and intra-personal counseling; in 1983 they spent 16% of their time with students, individually and in groups, on personal concerns. In 1972 they recommended that counselors devote 40% of their time to personal counseling, whereas this year counselors believe they should devote 24% of their time to personal counseling. Therefore, in terms of time actually spent on personal counseling, there has been an increase, but in terms of recommendations of time that should be spent, there has been a decrease since 1972.

Listed in Table 21 are the Area means for high school counselors. Their overall rating of the program was above average. Area means which also fell in the above average range included: Personal Counseling, Academic/Vocational Counseling, Communication/Cooperation with Teachers and Dissemination of Information. The means were average for Availability of Services and Time and Role Considerations. Counselors feel very strongly that it is important to have confidentiality in their office. In addition, they believe that students are reasonable in their requests to see counselors and that the Career Planning Units are helpful to students.

Administrators

Administrators' perceptions of time spent on various services are presented in Table 22. Differences between amounts of time spent and time that should be spent, according to administrators, were very small. They believe an approximately equal amount of time is spent on individual counseling concerning personal problems, individual counseling regarding academic, career, and vocational concerns, and registration and scheduling. They also indicated that slightly more time should be spent on individual counseling (both personal and academic) and slightly less on registration and scheduling. In addition, they indicated that slightly more time should be devoted to group counseling, classroom presentations, and consultation with parents, teachers, and administrators.

Area means are presented in Table 23. High school administrators gave the counseling program an above average rating overall. Areas which were above average included Communication/ Cooperation with Teachers and Dissemination of Information. Other

Table 21

High School Counselors' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	21	2.58	0.69
Personal Counseling	21	1.90	0.40
Academic/Vocational Counseling	22	2.23	0.38
Communication/Cooperation with Teachers	22	2.10	0.36
Dissemination of Information	23	1.95	0.44
Time and Role Considerations	22	2.96	0.52
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	23	1.17	0.38
Students are reasonable in their requests to see counselors.	22	1.95	0.38
Principles of English II Career Planning Unit is helpful to students.	22	1.73	0.63
Overall Rating of Program	20	1.75	0.64

Table 22

High School Administrators' Percents Time and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	14.1	(1)	16.7	(1)
2. Counseling with individual students regarding academic, career, and vocational concerns.	13.9	(2)	15.6	(2)
3. Group counseling with students concerning personal problems.	5.3	(10)	8.4	(6)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	11.1	(4)	12.6	(3)
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	10.3	(5)	8.9	(5)
6. Assisting with student registration, scheduling and schedule changes.	13.7	(3)	11.1	(4)
7. Educational services, including special ed. processing, procedures and staffings.	7.1	(6)	5.6	(9)
8. Managing events such as college visitations, career days, and Op Shop.	5.1	(11)	3.7	(11)
9. Coordination of testing, district level programs and district committees.	6.1	(8)	4.3	(10)
10. Consultation with parents concerning students and school-related behaviors.	6.5	(7)	7.2	(7)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	6.0	(9)	7.1	(8)
12. Other (please specify).	1.3	(12)	0.1	(12)

Table 23

High School Administrators' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	17	2.53	0.76
Personal Counseling	17	2.62	0.71
Academic/Vocational Counseling	17	2.82	0.78
Communication/Cooperation with Teachers	17	2.40	0.55
Dissemination of Information	17	2.42	0.45
Time and Role Considerations	16	2.70	0.45
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	17	1.65	0.93
Students are reasonable in their requests to see counselors.	17	2.47	0.87
Principles of English II Career Planning Unit is helpful to students.	17	2.35	0.49
Overall Rating of Program	14	2.21	0.70

Areas were average. The administrators agreed that it is important to have confidentiality in the counselor's office, that students are reasonable in their requests to see counselors, and that the Career Planning Units are helpful to students.

Career Specialists

Table 24 provides career specialists' responses concerning percent of time that is and should be spent on various services. The only large difference between the two occurred for registration and scheduling. Career specialists indicated that 13% less time should be spent in this area. In general, this additional time would be spread out across most of the other services, except for group counseling, indirect services, and testing. They believe the greatest amount of time should be spent on individual academic and career counseling, followed by individual personal counseling, and then classroom presentations.

Table 25 lists the Area means for high school career specialists. Their overall rating of the program was above average, as were the following Areas: Availability of Services, Personal Counseling, Academic/Vocational Counseling, Communication/ Cooperation with Teachers, and Dissemination of Information. The only Area falling in the average range was Time and Role Considerations. They strongly believe that it is important to have confidentiality in the counselor's office and that the career planning unit is helpful to students. Their response concerning students' reasonableness in requesting to see counselors fell in the no opinion range.

Table 24

High School Career Specialists' Percents and Rankings of Time Spent on Counseling Services

Service	% of Time that is Spent	Rank	% of Time that should be Spent	Rank
1. Counseling with individual students concerning personal problems.	10.3	(3)	15.0	(2)
2. Counseling with individual students regarding academic, career, and vocational concerns.	16.5	(2)	19.0	(1)
3. Group counseling with students concerning personal problems.	6.3	(7)	6.3	(7)
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	10.3	(3)	12.0	(3)
5. Indirect services to students, such as program development, gathering and disreminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	3.5	(10)	3.5	(10)
6. Assisting with student registration, scheduling and schedule changes.	22.5	(1)	9.5	(5)
7. Educational services, including special ed. processing, procedures and staffings.	4.4	(9)	5.4	(9)
8. Managing events such as college visitations, career days, and Op Shop.	1.9	(11)	3.1	(11)
9. Coordination of testing, district level programs and district committees.	5.8	(8)	5.5	(8)
10. Consultation with parents concerning students and school-related behaviors.	8.5	(6)	11.3	(4)
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	9.0	(5)	9.3	(6)
12. Other (please specify).	0.0	(12)	0.0	(12)

Table 25

High School Career Specialists' Mean Perceptions by Area

Area	N	Mean	Standard Deviation
Availability of Services	5	2.40	1.55
Personal Counseling	5	2.37	0.93
Academic/Vocational Counseling	5	2.20	1.24
Communication/Cooperation with Teachers	5	1.80	0.92
Dissemination of Information	5	2.16	1.43
Time and Role Considerations	5	3.44	1.36
Noncategorized Items:			
It is important to have confidentiality in the counselor's office.	5	1.00	0
Students are reasonable in their requests to see counselors.	5	2.80	1.10
Principles of English II Career Planning Unit is helpful to students.	5	1.60	0.89
Overall Rating of Program	5	1.80	0.84

Students

High school students' perceptions of time spent on counseling services are presented in Table 26. With the exception of a few cases, the two sets of results were similar. Students believe counselors spend the greatest amount of time on student registration and scheduling. In terms of time that should be spent, the area which received the highest ranking was counseling with individual students regarding academic, career, and vocational concerns, and registration was ranked second. Students ranked time spent and time that should be spent most differently for the following services: classroom presentations (more time should be spent) and coordination of testing (less time should be spent). Other services on which students feel more time should be spent include: group counseling, indirect services, and consultation with parents.

Table 27 provides data on the frequency of student-counselor contact. Approximately 70% of the students have met with a counselor individually, while 22% have met in small groups. Sixty percent of the students indicated that a counselor had been in their classroom at least once this year. Finally, over 3/4 of the students have visited their Career Center at least once.

Area means for high school students are presented in Table 28. Again, these were analyzed for three groups: all high school students (total group), those students who indicated they had talked with a counselor individually or participated in a small group at least once this year (contact group), and those students who have only had contact with counselors in the classroom or not at all (no contact group).

Table 26

High School Students' Rankings of Time Spent on Counseling Services

Service	RANK: Time Actually Spent	RANK: Time that Should be Spent
1. Counseling with individual students concerning personal problems.	3	3
2. Counseling with individual students regarding academic, career, and vocational concerns.	2	1
3. Group counseling with students concerning personal problems.	11	10
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	9	5
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	9	6
6. Assisting with student registration, scheduling and schedule changes.	1	2
7. Educational services, including special ed. processing, procedures and staffings.	6	8
8. Managing events such as college visitations, career days, and Op Shop.	4	7
9. Coordination of testing, district level programs and district committees.	6	11
10. Consultation with parents concerning students and school-related behaviors.	5	4
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	6	9
12. Other (please specify).	12	12

Table 27

Frequency of High School Student Contacts with Counselors and Use of Services

Frequency	Individual Meetings	Small Groups	Counselors in Class	Visits to Career Center
One	19%	13%	29%	32%
Twice	17%	5%	25%	16%
Three or Four Times	21%	3%	6%	15%
Five or More Times	14%	1%	1%	14%
None	29%	78%	40%	23%

Table 28

High School Students' Mean Perceptions by Area

Area	Total Group			Contact Group			No Contact Group		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.
Availability of Services	690	3.06	0.93	516	3.03	0.96	176	3.16	0.82
Personal Counseling*	684	3.28	0.77	515	3.20	0.77	169	3.50	0.71
Academic/Vocational Counseling*	680	3.24	0.91	508	3.11	0.90	172	3.61	0.86
Dissemination of Information*	690	2.45	0.80	516	2.36	0.77	174	2.69	0.86
Noncategorized Items:									
Counselors can be trusted to keep student confidences.*	690	2.41	1.01	517	2.34	1.01	173	2.63	0.96
I feel it is important to have an adult at school who is personally concerned about me.*	690	2.45	1.13	516	2.39	1.15	174	2.62	1.05
Principles of English II Planning Unit is helpful to me.	688	2.95	0.88	515	2.96	0.88	173	2.94	0.87
I have never felt it necessary to go to the counseling office.*	690	3.44	1.17	517	3.64	1.11	173	2.82	1.12
The activities in the "Red Folder" are helpful.	649	3.06	1.00	485	3.06	1.01	164	3.07	0.96

*Significant differences between students who have had personal contact with a counselor and those who have not.

Looking at the total group, Dissemination of Information received an above average mean, and all other Areas were average. Students agreed that counselors can be trusted to keep confidences and that it is important to have an adult at school who is personally concerned about them. They did not feel strongly positive or negative about the helpfulness of the Career Planning Unit or the activities in the "Red Folder."

Comparing the contact and no contact groups, the contact group was more positive in most cases. Differences were statistically significant for the following Areas: Personal Counseling, Adacemic/Vocational Counseling, and Dissemination of Information. In addition, the contact group felt a stronger sense of trust in the counselors.

Comments Concerning the High School Counseling Program

Following is a summary of open comments made by the various high school groups:

Parents

- Student-counselor ratio too high.
- Too much time spent on scheduling and administrative concerns.
- More information needed on services available.
- More frequent and consistent monitoring of individual progress needed.

Teachers and Administrators

- Too much counselor time spent on administrative functions, including scheduling and schedule changes.
- Lack of availability.

- Counselors need greater knowledge of individual course pre-requisites and requirements.
- More consistent monitoring of individual progress needed, especially with graduation requirements.

Counselors and Career Specialists

- Counselors are assuming more administrative, clerical and classroom project functions at the expense of student contacts.

Students

- Lack of counselor accessibility and availability.
- More formal and continuous contact and feedback needed.
- Increased number of student contacts needed.
- Improved monitoring of individual programs, graduation requirements and post-secondary planning needed.
- Too much counselor time spent on scheduling, scheduling changes and administrative paperwork.
- Too little personal involvement or caring on part of counselors.

The comment made most often by all groups was that counselors spend too much time on administrative and clerical functions, which takes time away from personal contacts. Another comment made frequently was that more monitoring of individual progress is needed, especially with respect to graduation requirements.

Comparison Across Groups

This section compares results across all groups of respondents.

Overall rating of program. Following are the mean overall ratings of the high school counseling program:

Group	Mean Overall Rating
Parents:	
Total Group	2.78
Contact Group	2.68
No Contact Group	3.16
Teachers	2.41
Counselors	1.75
Administrators	2.21
Career Specialists	1.80

Parents rated the program as average, and all other groups rated it as above average, with counselors being the most positive. Again, parents who indicated that their children have had contact with a counselor were significantly more positive about the program than those who indicated that their children have not had contact with a counselor.

Perceptions of time spent on counseling services. The groups' perceptions of how high school counselors spend their time are presented in Table 29. Again, percentages were converted to rankings so that comparisons could be made across all groups. There was a fair amount of consistency across groups. With the exception of administrators, all groups indicated that counselors spend the most time on student registration, followed by individual counseling, either personal or academic. There were, however, some discrepancies in the perceptions of the different groups. Career specialists ranked group counseling higher than the other groups, students ranked classroom presentations lower and career specialists and students ranked indirect services lower. The groups were

Table 29

Rankings of Time Spent on Counseling Services Across All Groups

Service	Parents	Teachers	Coun-selors	Admin-istrators	Career Specialists	Students
1. Counseling with individual students concerning personal problems.	6	2	3	1	3	3
2. Counseling with individual students regarding academic, career, and vocational concerns.	2	3	2	2	2	2
3. Group counseling with students concerning personal problems.	11	11	10	10	7	11
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	3	5	5	4	3	9
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	3	4	4	5	10	9
6. Assisting with student registration, scheduling and schedule changes.	1	1	1	3	1	1
7. Educational services, including special ed. processing, procedures and staffings.	5	10	8	6	9	6
8. Managing events such as college visitations, career days, and Op Shop.	6	18	19	11	11	4
9. Coordination of testing, district level programs and district committees.	6	9	11	8	8	6
10. Consultation with parents concerning students and school-related behaviors.	9	7	6	7	6	5
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	9	6	7	9	5	6
12. Other (please specify).	12	12	12	12	12	12

somewhat divided on educational services with parents, administrators, and students ranking it higher than the other three groups. Managing events was ranked higher by parents and students, coordination of testing lower by counselors, consultation with parents higher by students and consultation with administrators higher by career specialists.

Table 30 presents the groups' perceptions of how time should be spent by high school counselors. Again, the groups' rankings were very consistent. They generally indicated that the greatest amount of time should be devoted to individual counseling, first to academic and vocational, and secondly to personal counseling. Classroom presentations generally received the next highest rankings, followed by student registration. Other services on which more time should be spent, according to the respondents, include: group counseling and consultation with parents. Services which should receive less emphasis, besides student registration, include indirect services, special education processing, and coordination of testing.

There were again some discrepancies in the perceptions of the different groups. With respect to group counseling, administrators ranked it higher and students lower, career specialists ranked indirect services lower, and managing events was ranked higher by students.

Table 30

Rankings of Time Spent Should Be on Counseling Services Across All Groups

Service	Parents	Teachers	Counselors	Administrators	Career Specialists	Students
1. Counseling with individual students concerning personal problems.	2	2	2	1	3	3
2. Counseling with individual students regarding academic, career, and vocational concerns.	1	1	1	2	1	1
3. Group counseling with students concerning personal problems.	9	8	7	6	7	10
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.	2	4	3	3	3	9
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs and assessment of student, parent and school needs.	6	7	5	5	10	6
6. Assisting with student registration, scheduling and schedule changes.	4	3	4	4	5	2
7. Educational services, including special ed. processing, procedures and staffings.	11	10	9	9	9	8
8. Managing events such as college visitations, career days, and Shop.	8	9	10	11	11	7
9. Coordination of testing, district level programs and district committees.	10	11	11	10	8	11
10. Consultation with parents concerning students and school-related behaviors.	5	5	6	7	4	4
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.	7	6	8	8	6	9
12. Other (please specify).	12	12	12	12	12	12

Area Mean

The Area means for all groups are presented below.

	Availability of Services	Personal Counseling	Academic/ Vocational Counseling	Communication/ Cooperation with Teachers	Dissemination of Information	Time and Role Considerations
Parents-Total	2.55	2.84	2.88	2.90	3.12	2.12
Parents-Contact	2.50	2.77	2.72	2.86	3.08	2.06
Parents-No Contact	2.75	3.12	3.46	3.05	3.29	2.31
Teachers	2.46	2.89	2.94	2.59	2.70	3.04
Counselors	2.58	1.90	2.23	2.10	1.95	2.96
Administrators	2.53	2.62	2.82	2.40	2.42	2.70
Career Specialists	2.40	2.37	2.20	1.80	2.16	3.44
Students-Total	3.06	3.28	3.24	N.A.	2.45	N.A.
Students-Contact	3.03	3.20	3.11	N.A.	2.36	N.A.
Students-No Contact	3.16	3.50	3.61	N.A.	2.69	N.A.

Parents gave the highest ratings to Time and Role Considerations, followed by Availability of Services. Time and Role Considerations was ranked the lowest or second lowest Area by all other groups. For all Areas, the parent contact group was significantly more positive than the no contact group.

Teachers gave their highest ratings to Availability of Services, indicating relative satisfaction with this Area. Counselors rated Personal Counseling the highest, followed by Dissemination of Information. The other groups did not view Personal Counseling in the same manner and parents viewed Dissemination of Information as their lowest Area. Both Administrators and Career Specialists rated Communication/ Cooperation with Teachers the highest, followed by Dissemination of Information. Again, the parents were different, viewing these Areas as their two lowest. Teachers, counselors, and career specialists were least satisfied with Time and Role Considerations, indicating some concern over how time is spent by counselors. As stated, parents were most satisfied with this Area.

Students rated Dissemination of Information the highest of all Areas and Academic/Vocational counseling the lowest. It is interesting that parents view this Area as the lowest. Students who have had contact with counselors were significantly more positive than those who have not had contact in all Areas except Availability of Services. Thus, all students believe equally that services are available, but they are more positive about these services if they have utilized them.

SUMMARY AND DISCUSSION OF RESULTS

Junior High Counseling Program

Overall, perceptions of the junior high counseling program ranged from average to excellent. With the exception of counselors, favorable ratings seemed to be correlated with familiarity with the program. Administrators and career specialists gave the highest overall ratings, followed by counselors, teachers, and then parents. Furthermore, within the parent group, those whose children have had contact with counselors were more positive than those whose children have not had contact with counselors. There is no way of determining whether the less favorable attitudes of the no contact group stem from a perception that counseling services are unavailable to their children or that they are merely unfamiliar with the services.

Looking at time spent on counseling services in terms of "what is," there were discrepancies for only a few of the services. Students felt more time, in a relative sense, was spent on group counseling, parents felt that less time was spent on parent consultation and more time on administrator and teacher consultation. In general, respondents indicated that they believe counselors spend the greatest amount of time assisting with student registration, scheduling, and schedule changes. The services which are perceived to receive the next greatest amount of time are

counseling with individuals concerning personal problems and counseling with individual students regarding academic, career, and vocational concerns. In terms of "what ought to be," respondents believe that the greatest amount of time should be devoted to counseling with individuals regarding both personal and academic/vocational concerns. Although they believe registration should receive some time (administrators and students ranked this Area the highest), the respondents also indicated that more time should be devoted to consultation with parents in addition to individual counseling with students. Respondents indicated that the least amount of time should be devoted to managing events such as college visitations, career days, and Op Shop and coordination of testing, district level programs, and district committees; in fact, little time is devoted to these services. Other services which respondents indicated should receive somewhat more time than they now do include group counseling and classroom presentations. Teachers ranked classroom presentations lower than the other groups.

Comparing 1983 data with 1972 goals, some interesting results were obtained. Using counselor data only, they are spending only 10% more of their time on registration than what was recommended in 1972. This result contradicts results of time spent and time that should be spent on student registration. The other finding from the comparison is that there appears to have been a shift toward slightly more emphasis on academic/vocational counseling and less emphasis on personal counseling. Finally, one of the major goals of the 1972 project was to incorporate the counseling program into the career education system in Mesa so that counselors could reach more

students. However, according to this year's data, respondents still believe that the greatest amount of time should be devoted to individual counseling; neither group counseling nor classroom presentations were ranked among the top five services in terms of time spent, with the one exception of students ranking group counseling fifth. For time that should be spent, however, both students and counselors listed group counseling in the top five and all groups but the teachers and counselors ranked classroom presentations fourth or higher.

Considering Area means for all groups of respondents, they all fell in the average or above average ranges. In general, teachers, counselors, administrators, and career specialists were the most positive and students the least positive. For both students and parents, the contact groups were more positive than the no contact groups in most cases.

Across all groups, the highest Area was Communication/ Cooperation with Teachers (and Parents). Items in this Area dealt with the role counselors play as intermediaries in conflict situations, aid that counselors provide teachers, the receptiveness of teachers to having counselors in their classrooms, and communication between teachers and counselors and parents and counselors. The lowest Area across all groups was Dissemination of Information. It is interesting to note, however, that students ranked this Area the highest while the parents concurred with the other groups, ranking it the lowest. These items under Dissemination of Information dealt with how well counseling services are explained and advertised to students, parents, and teachers; information about graduation requirements; and the adequacy of assistance and information concerning post-secondary options.

All groups responded to an additional item dealing with the helpfulness of the classroom guidance units. Responses of parents, teachers, and students fell in the no opinion category. Counselors and administrators agreed that the units are helpful and career specialists strongly agreed that they are helpful. Results of all individual Likert items can be found in Appendix C by means and Appendix D by percentages.

Finally, open comments generally fell into several broad categories. The most frequently made comments dealt with demands on counselors' time. Respondents commented that administrative and clerical functions were taking time away from counselor-student, counselor-parent, and counselor-teacher contacts. Other related comments concerned a need for more communication between counselors, teachers, and parents. Students and teachers commented that there is variation among counselors, and that some need to show more personal involvement and caring.

High School Counseling Program

Overall ratings of the high school counseling program were average and above average. Ratings were again related to familiarity with the program. Counselors were most positive and parents were least positive. Within the parent group, those whose children have had contact with a counselor were significantly more positive than those whose children have not had contact with a counselor. Again, the less positive attitude of the no contact group may be due either to a feeling that counseling services are unavailable or a tendency to respond neutrally to services which are unfamiliar.

Looking at time spent on counseling services in terms of "what is" results were generally consistent with the exception of a few services. Respondents indicated that they believe the greatest amount of time is spent on registration, followed by academic and vocational counseling with individuals and then personal counseling with individuals. Parents, however, did not rank personal counseling as high as the other groups. Parents and students also perceived the time expended on managing events differently giving it a higher rank. In terms of time that should be spent, there was general agreement that individual academic and vocational counseling should receive the highest priority, followed by individual personal counseling. Classroom presentations were also rated highly in terms of time that should be spent, although students did not rate them as highly as other groups. Services which the respondents indicated should receive little time include special education processing, managing events such as college visitations, career days and Op Shop, and coordination of testing, district level programs, and district committees. The students did, however, view managing events more positively than the other groups. They also disagreed with the other groups on classroom presentations, ranking it lower.

Comparing counselors' data in 1983 with results from 1972, there were some discrepancies, the largest of which occurred in the area of student registration. In 1972, counselors indicated that they spent 66% of their time on student registration, whereas in 1983 they spent only 20% of their time on registration. However, the goal set in 1972 was that no time should be spent on registration; thus, that goal has not been met, although there has been considerable improvement.

In the area of educational-vocational counseling, counselors' time actually spent has increased from 10% in 1972 to 25% (combining individual counseling with classroom presentations) in 1983. A recommendation of 20% was set in 1972, so that goal has been surpassed. Furthermore, counselors in 1983 responded that they should devote 30% of their time to educational-vocational counseling, indicating a higher priority now than eleven years ago in this area.

In the area of personal counseling, there has been an increase from 10% to 16% (combining individual and group counseling) of time spent since 1972. It was recommended in 1972, however, that 40% of counselors' time should be devoted to personal counseling, so that goal has not been met. In addition, counselors responded this year that 24% of their time should be devoted to personal counseling, indicating that this area is not considered as high a priority as in 1972.

Area means ranged from below average to above average. Teachers, counselors, administrators, and career specialists were the most positive and students were the least positive. For both parents and students, the contact groups were more positive than the no contact groups. In fact, the only Area mean which was below average occurred for the no contact group of students, in the Area of Academic/Vocational Counseling.

Across all groups, the highest Area was Communication/ Cooperation with Teachers (and Parents), although this was not viewed high by parents; the lowest Area was Time and Role Considerations, which was viewed high by parents. This Area included items dealing with time spent on administrative and

scheduling functions, the role counselors play in special education placements and staffings, and counselor involvement in school activities. In other words, this Area was low because respondents indicated a strong belief that counselors spend too much time on administrative and scheduling duties. Dissemination of Information was viewed high by all groups except parents. It is interesting to note that this area was the lowest for parents and the highest for students.

All groups responded to an item dealing with the helpfulness of the Principles of English II Career Planning Unit. Counselors, administrators, and career specialists agreed that the unit is helpful; responses of parents, teachers, and students fell in the no opinion category. Results of all individual Likert items can be found in Appendix C by means and Appendix D by percentages.

Finally, open comments fell into several broad categories. The most frequently made comment was that too much counselor time is spent on administrative functions, including scheduling. Another comment is that more counselors are needed so that they are more accessible and available. Several groups commented that more frequent monitoring of student progress is needed, especially for graduation requirements. Finally, some students commented that more personal involvement is needed on the part of some counselors.

RECOMMENDATIONS

Because results were similar for both junior high and high school programs, the same general recommendations can be made for both:

1. Because groups who are familiar with counseling services tend to be more favorable toward the program, an effort should be made to advertise counseling services, especially to parents and students. Parents, in particular, do not feel they receive adequate information about available services.

2. Based on comparisons of how counselor time is actually spent versus how it should be spent, a careful examination is needed of the counselor's role in student registration and scheduling. Perhaps data could be collected to determine if counselors actually devote as much time to this function as all groups perceive they do. If they do, then options for making more efficient use of counselor time in the registration process should be explored.

3. Most of the groups believe that the greatest amount of time should be spent on individual counseling, either personal or academic/vocational. If time spent on registration can be decreased, the additional time should be devoted to individual counseling. At the junior high level, some of the additional time could also be devoted to consultation with parents. At the high school level, some of the additional time could also be devoted to classroom presentations.

4. Based on the Area means, the junior high and high school programs are doing an average to above average job in providing counseling services. However, within each Area, results varied by individual items. Again, it should be kept in mind that "average" Area means are based on "no opinion" responses. The program director and counselors should examine these items in detail to determine specific areas of strength and need.

5. The classroom guidance units and the career planning folders need to be reviewed. In general, students and teachers were not as positive about their usefulness as counselors and career specialists were. Feedback from students should be obtained to determine how the activities could be made more beneficial to them.

6. A significant change in the program emphasis of the counseling services has taken place between 1972 and 1983. This would be a good time to reexamine and respecify program emphasis based on the findings of this study and known requirements.

7. Results of this evaluation will be provided for each individual school compared with district results. Again, the program director and counselors should examine their results in detail to determine specific areas that need improvement.

APPENDIX A

Perceptions of Time Spent on Counseling Services in 1972

Junior High Counselors' Perceptions of Time Spent on Counseling Services in 1972

CURRENT JUNIOR HIGH SCHOOL PROGRAM SUMMARY (MARCH 1972)		
I.	Academic Learning counseling	12%
II.	Educational-Vocational counseling	10%
III.	Interpersonal counseling	36%
IV.	Intrapersonal counseling	27%
V.	Providing school support -- such as conducting student registration and handling non-counseling activities	10%
VI.	Providing teacher-staff counseling	3%
VII.	Conducting community activities	2%

Recommendations for Time That Should be Spent on Junior High Counseling Services in 1972

RECOMMENDED JUNIOR HIGH PROGRAM SUMMARY		
I.	Academic Learning counseling	13%
II.	Educational-Vocational counseling	9%
III.	Interpersonal counseling	33%
IV.	Intrapersonal counseling	33%
V.	Providing school support -- such as conducting student registration, and handling non-counseling activities	7%
VI.	Providing teacher-staff counseling	3%
VII.	Conducting community activities	2%

High School Counselors' Perceptions of Time Spent on Counseling Services

CURRENT HIGH SCHOOL PROGRAM SUMMARY (MARCH 1972)	
I. Academic Learning counseling	
-- helping students to learn better in school and elsewhere; helping them improve their study skills and habits	5%
II. Educational-Vocational counseling	
-- helping students plan better both their current and future schooling and work	10%
III. Interpersonal counseling	
-- assisting students to get along better with others	5%
IV. Intrapersonal counseling	
-- facilitating students to feel better about themselves as individuals	5%
V. Conducting student registration -- schedule changing and orientation	66%
VI. Handling attendance concerns	5%
VII. Conducting and receiving in-service training	3%
VIII. Supervising clubs	1%

Recommendations for Time that Should be Spent on
High School Counseling Services in 1972

RECOMMENDED SENIOR HIGH SCHOOL PROGRAM SUMMARY		
I.	Academic Learning counseling	10%
II.	Educational-Vocational counseling	20%
III.	Interpersonal counseling	20%
IV.	Intrapersonal counseling	20%
V.	Conducting student registration	0%
VI.	Handling attendance concerns	0%
VII.	Conducting and receiving in-service training	5%
VIII.	Supervising clubs	0%
IX.	Maintaining guidance program organization and implementation	10%
X.	Engaging in program research and development	15%

APPENDIX B

Surveys of Guidance Program

PARENT SURVEY
JUNIOR HIGH SCHOOL COUNSELING SERVICES

Directions: The services listed below describe broad categories of counselors' activities. Please rank these according to the amount of time you feel counselors actually spend providing these services. Then, rank them according to the amount of time you feel should be spent in each activity. Use "1" as the greatest amount of time and "12" as the least amount. Fill in your answers on this page.

Service	Time Actually Spent	Time that Should Be Spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing, district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		

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For questions 1-4, please circle the letter corresponding to the appropriate response. Base your answers on the child who brought this survey home.

1. In what grade is your child?

   A. 7
   B. 8
   C. 9

2. What school does your child attend?

   A. Carson
   B. Fremont
   C. Kino
   D. Mesa Jr.
   E. Poston
   F. Powell
   G. Rhodes
   H. Taylor

3. Has your child had contact with a school counselor?

   A. Yes
   B. No
   C. I don't know

4. If your child has had contact with a counselor, what was the reason?

   A. School-related reasons
   B. Personal reasons
   C. Don't know
   D. Other (please specify) _____
   E. Has <u>not</u> had contact with a counselor

Please read the following statements carefully. There are no right or wrong answers. Just circle the letter which best describes how you feel about each statement based upon your knowledge about the junior high school counseling program.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. Personal counseling is available on a one-to-one basis for any student who desires it.	A	B	C	D	E
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	A	B	C	D	E
7. More counselors are needed to provide adequate services to students.	A	B	C	D	E
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	A	B	C	D	E
9. Counseling services are adequately explained to parents.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10. Counseling services are adequately explained to students.	A	B	C	D	E
11. My child(ren) feel comfortable talking to the school counselor.	A	B	C	D	E
12. Students receive guidance in developing decision-making skills.	A	B	C	D	E
13. Students receive guidance in developing problem-solving skills.	A	B	C	D	E
14. Counselors have helped my child(ren) plan meaningful school programs.	A	B	C	D	E
15. Information on future employment and education is available through counseling services.	A	B	C	D	E
16. Counselors act as intermediaries between students and teachers in conflict situations.	A	B	C	D	E
17. Counselors act as intermediaries between students and parents in conflict situations.	A	B	C	D	E
18. Parent/counselor communication is satisfactory.	A	B	C	D	E
19. The classroom guidance units (e.g., Decisions, All About You) are helpful to my child(ren).	A	B	C	D	E
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	A	B	C	D	E
21. Counselor help in course selection is available to all students.	A	B	C	D	E
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	A	B	C	D	E
23. More information on financial aids and scholarships for college should be publicized.	A	B	C	D	E

24. Overall, how would you rate the junior high school counseling services in the Nesa Public Schools?

    A. Excellent
    B. Above Average
    C. Average
    D. Below Average
    E. Poor

25. Please make additional comments/suggestions on the back of this page.

TEACHER, COUNSELOR, AND ADMINISTRATOR SURVEY
OF JUNIOR HIGH COUNSELING SERVICES

Directions: The services below describe broad categories of counselors' activities. For each of the following services, please indicate the percent of time you feel counselors actually spend providing these services. Then, indicate the percent of time that you feel should be spent in each activity. Each column should total 100%. Mark your answers on this page.

Service	% of time that is spent	% of time that should be spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing, district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		
	100%	100%

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Directions: Please read each statement carefully. There are no right or wrong answers. Select the response that best describes how you feel about each statement based upon your involvement with the junior high school counseling services. Fill in your response on the answer sheet.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	A	B	C	D	E
2. Students receive guidance in developing decision-making skills.	A	B	C	D	E
3. Students receive guidance in developing problem-solving skills.	A	B	C	D	E
4. It is important to have confidentiality in the counselor's office.	A	B	C	D	E
5. Students receive assistance in developing a realistic self-concept.	A	B	C	D	E
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	A	B	C	D	E
7. Students are assisted in finding information about future employment and education.	A	B	C	D	E
8. Counselors advertise the skills/services they have available for teachers and students.	A	B	C	D	E
9. Students are presently made aware of alternative choices available to them for post-high school plans.	A	B	C	D	E
10. More information on financial aids and scholarships for college should be publicized.	A	B	C	D	E
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	A	B	C	D	E
12. Counselor help in registration is available for every student.	A	B	C	D	E
13. Counselors spend too much time on schedule changes.	A	B	C	D	E
14. Students are assisted in planning a meaningful program of studies, including student activities.	A	B	C	D	E
15. Counselors spend too much time on administrative duties.	A	B	C	D	E
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	A	B	C	D	E
17. Counselors play an important role in special education placements and staffings.	A	B	C	D	E
18. Counselors act as intermediaries between students and teachers in conflict situations.	A	B	C	D	E
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.)	A	B	C	D	E
20. Teacher/counselor communication is satisfactory.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21. Teachers seek help from counselors in their attempts to help children.	A	B	C	D	E
22. Counselors aid teachers with students who have instructional and emotional problems.	A	B	C	D	E
23. Counseling services are available to students at all times during the school day.	A	B	C	D	E
24. Counselors are involved in school activities, clubs, assemblies, etc.	A	B	C	D	E
25. Students are reasonable in their requests to see counselors.	A	B	C	D	E
26. More counselors are needed to provide adequate services to students.	A	B	C	D	E
27. The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	A	B	C	D	E
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	A	B	C	D	E
29. Counselors help students develop awareness of educational/vocational abilities and goals.	A	B	C	D	E
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	A	B	C	D	E
31. Counselors help students develop self-understanding and self-responsibility.	A	B	C	D	E
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	A	B	C	D	E

33. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

A. excellent

B. above average

C. average

D. below average

E. poor

34. Additional comments/suggestions:

STUDENT SURVEY
OF JUNIOR HIGH SCHOOL COUNSELING SERVICES

Directions: The services listed below describe broad categories of counselors' activities. Please rank these according to the amount of time you feel counselors actually spend providing these services. Then, rank them according to the amount of time you feel should be spent in each activity. Use "1" as the greatest amount of time and "12" as the least amount. Fill in your answers on this page.

Service	Time Actually Spent	Time that Should Be Spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing, district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		

Directions: Please fill in your computer answer sheet as follows:

1. Responses should be filled in with a #2 pencil.
2. Do not fill in name.
3. Darken in circles corresponding to your current school. (Where you are now.)
4. Darken in circles corresponding to your current grade.

Answer the following questions on your answer sheet.

1. How many times have you talked with a school counselor individually this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

2. How many times have you participated in small groups with a school counselor this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

3. How many times has a school counselor met with your class this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

4. How many times this year have you visited the Career Center (The Place, The Source)?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

Directions: Please read each statement carefully. There are no right or wrong answers. Select the response that best describes how you feel about each statement based upon your involvement with the junior high school counseling services. Fill in your responses on the answer sheet.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. I feel free to discuss my personal feelings and problems with the counselors.	A	B	C	D	E
6. Counselors are usually available when I need them.	A	B	C	D	E
7. Counselors can be trusted to keep student confidences.	A	B	C	D	E
8. Counselors provide enough information about graduation requirements.	A	B	C	D	E
9. The school has information I want and need to know about choices available to me after high school.	A	B	C	D	E
10. It is difficult for a student to obtain a pass to go to the counselors' offices.	A	B	C	D	E
11. I feel it is important to have an adult at school who is personally concerned about me.	A	B	C	D	E
12. The classroom guidance units (e.g., Decisions, All About You) are helpful to me.	A	B	C	D	E
13. I have received guidance in developing decision-making skills.	A	B	C	D	E
14. I have received guidance in developing problem-solving skills.	A	B	C	D	E
15. I am aware of the services that counselors can provide.	A	B	C	D	E
16. Counselors have helped me in planning my school schedule.	A	B	C	D	E
17. I have never felt it necessary to go to the counseling office.	A	B	C	D	E
18. Counselors have helped me interpret test scores.	A	B	C	D	E
19. Counselors have helped me to understand myself better.	A	B	C	D	E
20. Counselors have been helpful to me in developing my career goals and plans.	A	B	C	D	E
21. The activities in the "Red Folder" are helpful.	A	B	C	D	E

22. Please make additional comments/suggestions on the back of this page.

PARENT SURVEY
OF HIGH SCHOOL COUNSELING SERVICES

Directions: The services listed below describe broad categories of counselors' activities. Please rank these according to the amount of time you feel counselors actually spend providing these services. Then, rank them according to the amount of time you feel should be spent in each activity. Use "1" as the greatest amount of time and "12" as the least amount. Fill in your answers on this page.

Service	Time Actually Spent	Time that Should Be Spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing, district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		

For questions 1-4, please circle the letter corresponding to the appropriate response. Base your answers on the child who brought this survey home.

1. In what grade is your child?

   A. 9
   B. 10
   C. 11
   D. 12

2. What school does your child attend?

   A. Mesa High
   B. Mountain View
   C. Westwood
   D. Dobson
   E. Mesa Central

3. Has your child had contact with a school counselor?

   A. Yes
   B. No
   C. I don't know

4. If your child has had contact with a counselor, what was the reason?

   A. School-related reasons
   B. Personal reasons
   C. Don't know
   D. Other (please specify) _____
   E. Has not had contact with a counselor

Please read the following statements carefully. There are no right or wrong answers. Just circle the letter which best describes how you feel about each statement based upon your knowledge of the high school counseling program.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. Personal counseling is available on a one-to-one basis for any student who desires it.	A	B	C	D	E
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	A	B	C	D	E
7. More counselors are needed to provide adequate services to students.	A	B	C	D	E
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	A	B	C	D	E
9. Counseling services are adequately explained to parents.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10. Counseling services are adequately explained to students.	A	B	C	D	E
11. My child(ren) feel comfortable talking to the school counselor.	A	B	C	D	E
12. Students receive guidance in developing decision-making skills.	A	B	C	D	E
13. Students receive guidance in developing problem-solving skills.	A	B	C	D	E
14. Counselors have helped my child(ren) plan meaningful school programs.	A	B	C	D	E
15. Information on future employment and education is available through counseling services.	A	B	C	D	E
16. Counselors act as intermediaries between students and teachers in conflict situations.	A	B	C	D	E
17. Counselors act as intermediaries between students and parents in conflict situations.	A	B	C	D	E
18. Parent/counselor communication is satisfactory.	A	B	C	D	E
19. The Principles of English II Career Planning Unit is helpful to my child(ren).	A	B	C	D	E
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	A	B	C	D	E
21. Counselor help in course selection is available to all students.	A	B	C	D	E
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	A	B	C	D	E
23. More information on financial aids and scholarships for college should be publicized.	A	B	C	D	E

24. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

    A. Excellent
    B. Above Average
    C. Average
    D. Below Average
    E. Poor

25. Please make additional comments/suggestions on the back of this page.

TEACHER, COUNSELOR, AND ADMINISTRATOR SURVEY
OF HIGH SCHOOL COUNSELING SERVICES

Directions: The services below describe broad categories of counselors' activities. For each of the following services, please indicate the percent of time you feel counselors actually spend providing these services. Then, indicate the percent of time that you feel should be spent in each activity. Each column should total 100%. Mark your answers on this page.

Service	% of time that is spent	% of time that should be spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing,district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		
	100%	100%

Directions: Please read each statement carefully. There are no right or wrong answers. Select the response that best describes how you feel about each statement based upon your involvement with the high school counseling services. Fill in your response on the answer sheet.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	A	B	C	D	E
2. Students receive guidance in developing decision-making skills.	A	B	C	D	E
3. Students receive guidance in developing problem-solving skills.	A	B	C	D	E
4. It is important to have confidentiality in the counselor's office.	A	B	C	D	E
5. Students receive assistance in developing a realistic self-concept.	A	B	C	D	E
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	A	B	C	D	E
7. Students are assisted in finding information about future employment and education.	A	B	C	D	E
8. Counselors advertise the skills/services they have available for teachers and students.	A	B	C	D	E
9. Students are presently made aware of alternative choices available to them for post-high school plans.	A	B	C	D	E
10. More information on financial aids and scholarships for college should be publicized.	A	B	C	D	E
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	A	B	C	D	E
12. Counselor help in registration is available for every student.	A	B	C	D	E
13. Counselors spend too much time on schedule changes.	A	B	C	D	E
14. Students are assisted in planning a meaningful program of studies, including student activities.	A	B	C	D	E
15. Counselors spend too much time on administrative duties.	A	B	C	D	E
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	A	B	C	D	E
17. Counselors play an important role in special education placements and staffings.	A	B	C	D	E
18. Counselors act as intermediaries between students and teachers in conflict situations.	A	B	C	D	E
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.)	A	B	C	D	E
20. Teacher/counselor communication is satisfactory.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21. Teachers seek help from counselors in their attempts to help children.	A	B	C	D	E
22. Counselors aid teachers with students who have instructional and emotional problems.	A	B	C	D	E
23. Counseling services are available to students at all times during the school day.	A	B	C	D	E
24. Counselors are involved in school activities, clubs, assemblies, etc.	A	B	C	D	E
25. Students are reasonable in their requests to see counselors.	A	B	C	D	E
26. More counselors are needed to provide adequate services to students.	A	B	C	D	E
27. Principles of English II Career Planning Unit is helpful to students.	A	B	C	D	E
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	A	B	C	D	E
29. Counselors help students develop awareness of educational/vocational abilities and goals.	A	B	C	D	E
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	A	B	C	D	E
31. Counselors help students develop self-understanding and self-responsibility.	A	B	C	D	E
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	A	B	C	D	E

33. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

A. excellent

B. above average

C. average

D. below average

E. poor

34. Additional comments/suggestions:

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STUDENT SURVEY
OF HIGH SCHOOL COUNSELING SERVICES

Directions: The services listed below describe broad categories of counselors' activities. Please rank these according to the amount of time you feel counselors actually spend providing these services. Then, rank them according to the amount of time you feel should be spent in each activity. Use "1" as the greatest amount of time and "12" as the least amount. Fill in your answers on this page. Base your answers on the school where you are now.

Service	Time Actually Spent	Time that Should Be Spent
1. Counseling with individual students concerning personal problems.		
2. Counseling with individual students regarding academic, career, and vocational concerns.		
3. Group counseling with students concerning personal problems.		
4. Classroom presentations with groups of students regarding academic, career, and vocational concerns, e.g., giving information on registration, test interpretation, career counseling, and graduation information.		
5. Indirect services to students, such as program development, gathering and disseminating information on post-secondary options, scholarship programs, and assessment of student, parent and school needs.		
6. Assisting with student registration, scheduling, and schedule changes.		
7. Educational services, including special ed. processing, procedures and staffings.		
8. Managing events such as college visitations, career days, and Op Shop.		
9. Coordination of testing, district level programs and district committees.		
10. Consultation with parents concerning students and school-related behaviors.		
11. Consultation with administrators and teachers concerning program development, classroom conflict, student behaviors, inservice training, and various combinations of parent-teacher-student conferences.		
12. Other (please specify): _____		

Directions: Please fill in your computer answer sheet as follows:

1. Responses should be filled in with a #2 pencil.
2. Do not fill in name.
3. Darken in circles corresponding to your current school.
4. Darken in circles corresponding to your current grade.

Answer the following questions on your answer sheet.

1. How many times have you talked with a school counselor individually this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

2. How many times have you participated in small groups with a school counselor this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

3. How many times has a school counselor met with your class this year?

   A. Once
   B. Twice
   C. Three or four times
   D. Five or more times
   E. None

4. How many times this year have you visited the Career Center (The Place, The Source)?

   A. Once
   B. Twice
   C. Three for four times
   D. Five or more times
   E. None

Directions: Please read each statement carefully. There are no right or wrong answers. Select the response that best describes how you feel about each statement based upon your involvement with the high school counseling services. Fill in your responses on the answer sheet.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. I feel free to discuss my personal feelings and problems with the counselors.	A	B	C	D	E
6. Counselors are usually available when I need them.	A	B	C	D	E
7. Counselors can be trusted to keep student confidences.	A	B	C	D	E
8. Counselors provide enough information about graduation requirements.	A	B	C	D	E
9. The school has information I want and need to know about choices available to me after high school.	A	B	C	D	E
10. It is difficult for a student to obtain a pass to go to the counselors' offices.	A	B	C	D	E
11. I feel it is important to have an adult at school who is personally concerned about me.	A	B	C	D	E
12. Principles of English II Career Planning Unit is helpful to me.	A	B	C	D	E
13. I have received guidance in developing decision-making skills.	A	B	C	D	E
14. I have received guidance in developing problem-solving skills.	A	B	C	D	E
15. I am aware of the services that counselors can provide.	A	B	C	D	E
16. Counselors have helped me in planning my school schedule.	A	B	C	D	E
17. I have never felt it necessary to go to the counseling office.	A	B	C	D	E
18. Counselors have helped me interpret test scores.	A	B	C	D	E
19. Counselors have helped me to understand myself better.	A	B	C	D	E
20. Counselors have been helpful to me in developing my career goals and plans.	A	B	C	D	E
21. The activities in the "Red Folder" are helpful.	A	B	C	D	E

22. Please make additional comments/suggestions on the back of this page.

R & E. 1/83

APPENDIX C

Item and Area Means

ITEM AND AREA MEANS
JUNIOR HIGH PARENTS

Item	Total	Contact	No Contact
AVAILABILITY OF SERVICES	2.53	2.47	2.63
5. Personal counseling is available on a one-to-one basis for any student who desires it.	1.99	1.86	2.22
7. There are enough counselors to provide adequate services to students.	3.57	3.61	3.49
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	2.16	2.08	2.30
21. Counselor help in course selection is available to all students.	2.38	2.33	2.49
PERSONAL COUNSELING	2.83	2.75	2.98
11. My child(ren) feel comfortable talking to the school counselor.	2.74	2.54	3.12
12. Students receive guidance in developing decision-making skills.	2.86	2.82	2.92
13. Students receive guidance in developing problem-solving skills.	2.88	2.82	2.98
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	2.86	2.84	2.90
ACADEMIC/VOCATIONAL COUNSELING	3.01	2.90	3.21
14. Counselors have helped my child(ren) plan meaningful school programs.	3.01	2.90	3.21
COMMUNICATION/COOPERATION WITH TEACHERS AND PARENTS	2.78	2.71	2.89
16. Counselors act as intermediaries between students and teachers in conflict situations.	2.56	2.49	2.68
17. Counselors act as intermediaries between students and parents in conflict situations.	2.86	2.86	2.86
18. Parent/counselor communication is satisfactory.	2.89	2.78	3.11

Item	Total	Contact	No Contact
DISSEMINATION OF INFORMATION	3.11	3.07	3.19
9. Counseling services are adequately explained to parents.	3.30	3.21	3.48
10. Counseling services are adequately explained to students.	2.73	2.67	2.83
15. Information on future employment and education is available through counseling services.	2.43	2.40	2.48
23. Enough information on financial aids and scholarships for college is publicized.	4.00	4.03	3.95
TIME AND ROLE CONSIDERATIONS	2.17	2.11	2.30
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	2.17	2.11	2.30
NONCATEGORIZED ITEMS			
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	2.70	2.53	3.03
19. The classroom guidance units (e.g., Decisions, All About You) are helpful to my child(ren).	2.72	2.68	2.80

ITEM AND AREA MEANS
JUNIOR HIGH TEACHERS, COUNSELORS, ADMINISTRATORS AND
CAREER SPECIALISTS

Item	Teachers	Counselors	Administrators	Career Specialists
AVAILABILITY OF SERVICES	2.34	2.35	2.05	2.75
1. Personal counseling is available on a one-to-one basis for any student who desires it.	1.65	1.38	1.14	1.63
23. Counseling services are available to students at all times during the school day.	2.89	1.77	2.14	2.50
26. There are enough counselors to provide adequate services to students.	3.11	4.05	2.86	4.13
PERSONAL COUNSELING	2.49	1.75	1.65	1.83
2. Students receive guidance in developing decision-making skills.	2.47	1.73	1.64	1.63
3. Students receive guidance in developing problem-solving skills.	2.59	1.86	1.71	1.75
5. Students receive assistance in developing a realistic self-concept.	2.36	1.86	1.57	1.63
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	2.45	1.59	1.57	2.13
31. Counselors help students develop self-understanding and self-responsibility.	2.47	1.59	1.57	2.00
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	2.58	1.86	1.86	1.88
ACADEMIC/VOCATIONAL COUNSELING	2.69	2.22	2.09	2.13
12. Counselor help in registration is available for every student.	1.96	2.14	1.21	1.50
14. Students are assisted in planning a meaningful program of studies, including student activities.	2.66	2.00	1.79	1.75

Item	Teachers	Counselors	Administrators	Career Specialists
ACADEMIC/VOCATIONAL COUNSELING (cont.)				
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	3.68	2.95	3.36	3.13
29. Counselors help students develop awareness of educational/vocational abilities and goals.	2.48	1.77	2.00	2.13
COMMUNICATION/COOPERATION WITH TEACHERS	2.16	1.60	1.63	1.92
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	2.13	1.77	1.50	2.13
18. Counselors act as intermediaries between students and teachers in conflict situations.	2.18	1.38	1.86	2.00
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom, management, etc.)	2.50	1.67	1.57	2.13
20. Teacher/counselor communication is satisfactory.	2.21	1.77	1.86	1.88
21. Teachers seek help from counselors in their attempts to help children.	1.86	1.45	1.57	1.75
22. Counselors aid teachers with students who have instructional and emotional problems.	2.17	1.64	1.43	1.63
DISSEMINATION OF INFORMATION	2.83	2.45	2.23	2.55
7. Students are assisted in finding information about future employment and education.	2.18	1.55	1.57	1.25
8. Counselors advertise the skills/services they have available for teachers and students.	2.77	2.09	1.93	2.00

	Item	Teachers	Counselors	Administrators	Career Specialists
	DISSEMINATION OF INFORMATION (cont.)				
9.	Students are presently made aware of alternative choices available to them for post-high school plans.	2.36	1.91	1.71	1.63
10.	Enough information on financial aids and scholarships for college is publicized.	3.53	3.45	3.21	3.88
11.	There is enough information concerning the armed services, ROTC, and military academies in the secondary schools.	3.31	3.27	2.71	4.00
	TIME AND ROLE CONSIDERATIONS	2.76	2.68	2.09	3.00
13.	Counselors do not spend too much time on schedule changes.	3.45	3.95	3.00	3.88
15.	Counselors do not spend too much time on administrative duties.	3.23	3.41	2.14	3.63
16.	Counselors have enough time for planning special events such as college visitations, career days, etc.	2.91	2.86	1.86	3.38
17.	Counselors play an important role in special education placements and staffings.	2.03	1.32	1.71	2.00
24.	Counselors are involved in school activities, clubs, assemblies, etc.	2.20	1.86	1.71	2.13
	NONCATEGORIZED ITEMS				
4.	It is important to have confidentiality in the counselor's office.	1.48	1.14	1.14	1.00
25.	Students are reasonable in their requests to see counselors.	2.66	1.91	2.43	2.38
27.	The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	2.67	1.77	2.07	1.25

ITEM AND AREA MEANS
JUNIOR HIGH STUDENTS

	Item	Total	Contact	No Contact
	AVAILABILITY OF SERVICES	2.94	2.92	2.99
6.	Counselors are usually available when I need them.	2.76	2.73	2.83
10.	It is not difficult for a student to obtain a pass to go to the counselors' offices.	3.12	3.11	3.16
	PERSONAL COUNSELING	3.00	2.92	3.21
5.	I feel free to discuss my personal feelings and problems with the counselors.	2.86	2.78	3.07
13.	I have received guidance in developing decision-making skills.	2.94	2.87	3.13
14.	I have received guidance in developing problem-solving skills.	2.96	2.89	3.13
19.	Counselors have helped me to understand myself better.	3.25	3.14	3.52
	ACADEMIC/VOCATIONAL COUNSELING	3.11	3.00	3.39
16.	Counselors have helped me in planning my school schedule.	2.74	2.57	3.17
18.	Counselors have helped me interpret test scores.	3.52	3.46	3.70
20.	Counselors have been helpful to me in developing my career goals and plans.	3.05	2.96	3.30
	DISSEMINATION OF INFORMATION	2.45	2.41	2.58
8.	Counselors provide enough information about graduation requirements.	2.65	2.64	2.70
9.	The school has information I want and need to know about choices available to me after high school.	2.43	2.39	2.56
15.	I am aware of the services that counselors can provide.	2.27	2.20	2.46

Item	Total	Contact	No Contact
NONCATEGORIZED ITEMS			
7. Counselors can be trusted to keep student confidences.	2.18	2.12	2.34
11. I feel it is important to have an adult at school who is personally concerned about me.	2.38	2.35	2.45
12. The classroom guidance units (e.g., Decisions, All About You) are helpful to me.	2.87	2.85	2.95
17. I have never felt it necessary to go to the counseling office.	3.14	3.39	2.47
21. The activities in the "Red Folder" are helpful.	2.84	2.79	2.99

ITEM AND AREA MEANS
HIGH SCHOOL PARENTS

Item	Total	Contact	No Contact
AVAILABILITY OF SERVICES	2.56	2.50	2.75
5. Personal counseling is available on a one-to-one basis for any student who desires it.	2.01	1.93	2.31
7. There are enough counselors to provide adequate services to students.	3.60	3.61	3.60
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	2.27	2.21	2.51
21. Counselor help in course selection is available to all students.	2.32	2.24	2.61
PERSONAL COUNSELING	2.85	2.77	3.12
11. My child(ren) feel comfortable talking to the school counselor.	2.65	2.49	3.17
12. Students receive guidance in developing decision-making skills.	2.86	2.76	3.17
13. Students receive guidance in developing problem-solving skills.	2.93	2.87	3.12
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	2.95	2.91	3.09
ACADEMIC/VOCATIONAL COUNSELING	2.89	2.72	3.46
14. Counselors have helped my child(ren) plan meaningful school programs.	2.89	2.72	3.46
COMMUNICATION/COOPERATION WITH TEACHERS AND PARENTS	2.90	2.86	3.05
16. Counselors act as intermediaries between students and teachers in conflict situations.	2.73	2.72	2.75
17. Counselors act as intermediaries between students and parents in conflict situations.	2.97	2.93	3.12
18. Parent/counselor communication is satisfactory.	3.02	2.94	3.29

Item	Total	Contact	No Contact
DISSEMINATION OF INFORMATION	3.13	3.08	3.29
9. Counseling services are adequately explained to parents.	3.35	3.27	3.63
10. Counseling services are adequately explained to students.	2.74	2.64	3.06
15. Information on future employment and education is available through counseling services.	2.28	2.25	2.35
23. Enough information on financial aids and scholarhips for college is publicized.	4.15	4.14	4.16
TIME AND ROLE CONSIDERATIONS	2.12	2.06	2.31
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	2.12	2.06	2.31
NONCATEGORIZED ITEMS			
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	2.66	2.52	3.10
19. The Principles of English II Career Planning Unit is helpful to my child(ren).	2.80	2.77	2.88

ITEM AND AREA MEANS
HIGH SCHOOL TEACHERS, COUNSELORS, ADMINISTRATORS AND
CAREER SPECIALISTS

Item	Teachers	Counselors	Administrators	Career Specialists
AVAILABILITY OF SERVICES	2.46	2.59	2.53	2.40
1. Personal counseling is available on a one-to-one basis for any student who desires it.	1.82	1.86	2.29	1.20
23. Counseling services are available to students at all times during the school day.	2.54	2.00	2.29	2.00
26. There are enough counselors to provide adequate services to students.	3.03	3.91	3.00	4.00
PERSONAL COUNSELING	2.89	1.90	2.62	2.37
2. Students receive guidance in developing decision-making skills.	2.88	1.83	2.59	2.60
3. Students receive guidance in developing problem-solving skills.	3.02	1.96	2.76	2.40
5. Students receive assistance in developing a realistic self-concept.	2.74	1.91	2.29	2.00
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	2.89	2.00	2.94	2.60
31. Counselors help students develop self-understanding and self-responsibility.	2.86	1.81	2.53	2.20
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	2.94	1.81	2.59	2.40
ACADEMIC/VOCATIONAL COUNSELING	2.94	2.23	2.82	2.20
12. Counselor help in registration is available for every student.	2.51	1.83	2.41	1.40
14. Students are assisted in planning a meaningful program of studies, including student activities.	3.02	2.09	2.82	2.20

Item	Teachers	Counselors	Administrators	Career Specialists
ACADEMIC/VOCATIONAL COUNSELING (cont.)				
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	3.64	3.36	3.88	3.20
29. Counselors help students develop awareness of educational/vocational abilities and goals.	2.58	1.68	2.18	2.00
COMMUNICATION/COOPERATION WITH TEACHERS	2.59	2.10	2.40	1.80
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	2.28	2.09	2.41	2.40
18. Counselors act as intermediaries between students and teachers in conflict situations.	2.94	1.91	2.41	2.20
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom, management, etc.)	2.71	2.04	2.41	1.20
20. Teacher/counselor communication is satisfactory.	2.69	2.43	2.53	2.00
21. Teachers seek help from counselors in their attempts to help children.	2.35	2.05	2.24	1.40
22. Counselors aid teachers with students who have instructional and emotional problems.	2.57	2.00	2.41	1.60
DISSEMINATION OF INFORMATION	2.70	1.95	2.42	2.16
7. Students are assisted in finding information about future employment and education.	2.03	1.22	2.00	1.20
8. Counselors advertise the skills/services they have available for teachers and students.	2.62	2.17	2.24	1.80

Item	Teachers	Counselors	Administrators	Career Specialists
DISSEMINATION OF INFORMATION (cont.)				
9. Students are presently made aware of alternative choices available to them for post-high school plans.	2.26	1.52	2.24	1.20
10. Enough information on financial aids and scholarships for college is publicized.	3.52	2.57	3.00	3.80
11. There is enough information concerning the armed services, ROTC, and military academies in the secondary schools.	3.06	2.26	2.65	2.80
TIME AND ROLE CONSIDERATIONS	3.04	2.96	2.70	3.44
13. Counselors do not spend too much time on schedule changes.	3.64	4.22	2.53	4.60
15. Counselors do not spend too much time on administrative duties.	3.34	3.17	2.71	3.80
16. Counselors have enough time for planning special events such as college visitations, career days, etc.	2.80	2.96	2.35	4.20
17. Counselors play an important role in special education placements and staffings.	2.62	2.26	2.56	2.60
24. Counselors are involved in school activities, clubs, assemblies, etc.	2.75	2.41	3.41	2.00
NONCATEGORIZED ITEMS				
4. It is important to have confidentiality in the counselor's office.	1.41	1.17	1.65	1.00
25. Students are reasonable in their requests to see counselors.	2.69	1.95	2.47	2.80
27. Principles of English II Career Planning Unit is helpful to students.	2.84	1.73	2.35	1.60

ITEM AND AREA MEANS
HIGH SCHOOL STUDENTS

Item	Total	Contact	No Contact
AVAILABILITY OF SERVICES	3.06	3.03	3.16
6. Counselors are usually available when I need them.	3.03	3.02	3.06
10. It is not difficult for a student to obtain a pass to go to the counselors' office.	3.10	3.04	3.26
PERSONAL COUNSELING	3.28	3.20	3.50
5. I feel free to discuss my personal feelings and problems with the counselors.	3.18	3.13	3.32
13. I have received guidance in developing decision-making skills.	3.10	3.01	3.37
14. I have received guidance in developing problem-solving skills.	3.19	3.13	3.39
19. Counselors have helped me to understand myself better.	3.64	3.55	3.94
ACADEMIC/VOCATIONAL COUNSELING	3.24	3.11	3.61
16. Counselors have helped me in planning my school schedule.	2.83	2.64	3.38
18. Counselors have helped me interpret test scores.	3.57	3.47	3.84
20. Counselors have been helpful to me in developing my career goals and plans.	3.32	3.23	3.61
DISSEMINATION OF INFORMATION	2.45	2.36	2.69
8. Counselors provide enough information about graduation requirements.	2.37	2.28	2.62
9. The school has information I want and need to know about choices available to me after high school.	2.47	2.39	2.70
15. I am aware of the services that counselors can provide.	2.50	2.42	2.76

Item	Total	Contact	No Contact
NONCATEGORIZED ITEMS			
7. Counselors can be trusted to keep student confidences.	2.41	2.34	2.63
11. I feel it is important to have an adult at school who is personally concerned about me.	2.45	2.39	2.62
12. Principles of English II Career Planning Unit is helpful to me.	2.95	2.96	2.94
17. I have never felt it necessary to go to the counseling office.	3.44	3.64	2.82
21. The activities in the "Red Folder" are helpful.	3.06	3.06	3.07

APPENDIX D

Results of Individual Likert Items
by Percentages

JUNIOR HIGH PARENTS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
5. Personal counseling is available on a one-to-one basis for any student who desires it.	79.8	13.7	6.5
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	47.8	26.1	26.1
7. More counselors are needed to provide adequate services to students.	53.7	31.2	15.2
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	73.8	19.8	6.3
9. Counseling services are adequately explained to parents.	30.2	18.4	51.4
10. Counseling services are adequately explained to students.	51.0	22.8	26.2
11. My child(ren) feel comfortable talking to the school counselor.	45.1	31.0	23.9
12. Students receive guidance in developing decision-making skills.	39.7	34.3	26.0
13. Students receive guidance in developing problem-solving skills.	38.9	35.5	25.6
14. Counselors have helped my child(ren) plan meaningful school programs.	34.7	30.7	34.6
15. Information on future employment and education is available through counseling services.	59.1	32.4	8.4
16. Counselors act as intermediaries between students and teachers in conflict situations.	51.9	35.3	12.8
17. Counselors act as intermediaries between students and parents in conflict situations.	33.6	47.3	19.1
18. Parent/counselor communication is satisfactory.	40.0	31.4	28.6
19. The classroom guidance units (e.g., Decisions, All About You) are helpful to my child(ren).	37.5	50.9	11.6

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	72.0	21.3	6.7
21. Counselor help in course selection is available to all students.	63.7	26.0	10.3
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	33.6	44.7	21.8
23. More information on financial aids and scholarships for college should be publicized.	75.4	19.1	5.5

24. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

Excellent/Above Average	37.8%
Average	47.3%
Below Average/Poor	14.9%

JUNIOR HIGH TEACHERS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	89.4	2.6	8.0
2. Students receive guidance in developing decision-making skills.	62.1	20.3	17.7
3. Students receive guidance in developing problem-solving skills.	54.3	23.8	21.9
4. It is important to have confidentiality in the counselor's office.	92.9	2.9	4.2
5. Students receive assistance in developing a realistic self-concept.	65.6	19.9	14.5
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	72.3	19.9	7.7
7. Students are assisted in finding information about future employment and education.	73.8	16.5	9.7
8. Counselors advertise the skills/services they have available for teachers and students.	51.1	13.2	35.7
9. Students are presently made aware of alternative choices available to them for post-high school plans.	63.1	23.6	13.3
10. More information on financial aids and scholarships for college should be publicized.	54.7	28.6	16.7
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	44.1	37.3	18.6
12. Counselor help in registration is available for every student.	81.4	7.1	11.6
13. Counselors spend too much time on schedule changes.	51.1	21.2	27.7
14. Students are assisted in planning a meaningful program of studies, including student activities.	52.7	22.8	24.4
15. Counselors spend too much time on administrative duties.	39.4	33.5	27.1
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	30.5	32.5	37.0

		Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17.	Counselors play an important role in special education placements and staffings.	78.5	11.9	9.6
18.	Counselors act as intermediaries between students and teachers in conflict situations.	76.5	8.4	15.1
19.	Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	54.0	29.9	16.1
20.	Teacher/counselor communication is satisfactory.	73.5	7.1	19.4
21.	Teachers seek help from counselors in their attempts to help children.	88.3	5.5	6.1
22.	Counselors aid teachers with students who have instructional and emotional problems.	75.9	9.1	15.0
23.	Counseling services are available to students at all times during the school day.	70.2	7.9	22.0
24.	Counselors are involved in school activities, clubs, assemblies, etc.	73.9	12.7	13.4
25.	Students are reasonable in their requests to see counselors.	59.5	13.4	27.1
26.	More counselors are needed to provide adequate services to students.	37.7	24.9	37.4
27.	The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	36.7	53.4	9.8
28.	Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	8.9	29.8	61.3
29.	Counselors help students develop awareness of educational/vocational abilities and goals.	63.2	20.1	16.8
30.	Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	61.8	22.4	15.8
31.	Counselors help students develop self-understanding and self-responsibility.	61.5	21.1	17.4
32.	Counselors assist students to become increasingly self-directive in planning and decision-making.	54.6	25.3	20.1

33. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

Excellent/Above Average	71.0%
Average	26.4%
Below Average/Poor	2.5%

JUNIOR HIGH COUNSELORS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	100.0	0	0
2. Students receive guidance in developing decision-making skills.	100.0	0	0
3. Students receive guidance in developing problem-solving skills.	95.5	0	4.5
4. It is important to have confidentiality in the counselor's office.	100.0	0	0
5. Students receive assistance in developing a realistic self-concept.	86.4	13.6	0
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	90.9	9.1	0
7. Students are assisted in finding information about future employment and education.	100.0	0	0
8. Counselors advertise the skills/services they have available for teachers and students.	81.8	13.6	4.5
9. Students are presently made aware of alternative choices available to them for post-high school plans.	86.4	9.1	4.5
10. More information on financial aids and scholarships for college should be publicized.	40.9	40.9	18.2
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	36.4	45.5	18.2
12. Counselor help in registration is available for every student.	77.3	0	22.7
13. Counselors spend too much time on schedule changes.	77.3	0	27.7
14. Students are assisted in planning a meaningful program of studies, including student activities.	90.9	9.1	0
15. Counselors spend too much time on administrative duties.	54.5	18.2	27.3
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	36.4	18.2	45.5

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17. Counselors play an important role in special education placements and staffings.	100.0	0	0
18. Counselors act as intermediaries between students and teachers in conflict situations.	100.0	0	0
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	90.5	9.5	0
20. Teacher/counselor communication is satisfactory.	95.5	4.5	0
21. Teachers seek help from counselors in their attempts to help children.	95.5	4.5	0
22. Counselors aid teachers with students who have instructional and emotional problems.	100.0	0	0
23. Counseling services are available to students at all times during the school day.	90.9	0	9.1
24. Counselors are involved in school activities, clubs, assemblies, etc.	81.8	9.1	9.1
25. Students are reasonable in their requests to see counselors.	86.4	4.5	9.1
26. More counselors are needed to provide adequate services to students.	77.3	9.1	13.6
27. The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	86.4	13.6	0
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	40.9	18.2	40.9
29. Counselors help students develop awareness of educational/vocational abilities and goals.	95.5	4.5	0
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	100.0	0	0
31. Counselors help students develop self-understanding and self-responsibility.	95.5	4.5	0
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	90.9	4.5	4.5

33. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

Excellent/Above Average	90.0%
Average	10.0%
Below Average/Poor	0 %

JUNIOR HIGH ADMINISTRATORS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	100.0	0	0
2. Students receive guidance in developing decision-making skills.	100.0	0	0
3. Students receive guidance in developing problem-solving skills.	100.0	0	0
4. It is important to have confidentiality in the counselor's office.	100.0	0	0
5. Students receive assistance in developing a realistic self-concept.	100.0	0	0
6. Teachers are receptive to counselors being in their clasrooms for teaching sessions, question and answer sessions, etc.	100.0	0	0
7. Students are assisted in finding information about future employment and education.	100.0	0	0
8. Counselors advertise the skills/services they have available for teachers and students.	85.7	7.1	7.1
9. Students are presently made aware of alternative choices available to them for post-high school plans.	100.0	0	0
10. More information on financial aids and scholarships for college should be publicized.	28.6	57.1	14.3
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	14.3	42.9	42.9
12. Counselor help in registration is available for every student.	100.0	0	0
13. Counselors spend too much time on schedule changes.	42.9	7.1	50.0
14. Students are assisted in planning a meaningful program of studies, including student activities.	92.9	7.1	0
15. Counselors spend too much time on administrative duties.	0	14.3	85.7
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	0	0	100.0

		Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17.	Counselors play an important role in special education placements and staffings.	92.9	0	7.1
18.	Counselors act as intermediaries between students and teachers in conflict situations.	100.0	0	0
19.	Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	100.0	0	0
20.	Teacher/counselor communication is satisfactory.	92.9	0	7.1
21.	Teachers seek help from counselors in their attempts to help children.	100.0	0	0
22.	Counselors aid teachers with students who have instructional and emotional problems.	100.0	0	0
23.	Counseling services are available to students at all times during the school day.	78.6	0	21.4
24.	Counselors are involved in school activities, clubs, assemblies, etc.	100.0	0	0
25.	Students are reasonable in their requests to see counselors.	71.4	14.3	14.3
26.	More counselors are needed to provide adequate services to students.	28.6	7.1	64.3
27.	The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	78.6	14.3	7.1
28.	Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	28.6	14.3	57.1
29.	Counselors help students develop awareness of educational/vocational abilities and goals.	85.7	14.3	0
30.	Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	100.0	0	0
31.	Counselors help students develop self-understanding and self-responsibility.	100.0	0	0
32.	Counselors assist students to become increasingly self-directive in planning and decision-making.	92.9	7.1	0

33. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

Excellent/Above Average	100.0%
Average	0
Below Average/Poor	0

JUNIOR HIGH CAREER SPECIALISTS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	87.5	0	12.5
2. Students receive guidance in developing decision-making skills.	100.0	0	0
3. Students receive guidance in developing problem-solving skills.	100.0	0	0
4. It is important to have confidentiality in the counselor's office.	100.0	0	0
5. Students receive assistance in developing a realistic self-concept.	87.5	12.5	0
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	87.5	0	12.5
7. Students are assisted in finding information about future employment and education.	100.0	0	0
8. Counselors advertise the skills/services they have available for teachers and students.	87.5	0	12.5
9. Students are presently made aware of alternative choices available to them for post-high school plans.	87.5	0	12.5
10. More information on financial aids and scholarships for college should be publicized.	75.0	12.5	12.5
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	62.5	37.5	0
12. Counselor help in registration is available for every student.	100.0	0	0
13. Counselors spend too much time on schedule changes.	62.5	37.5	0
14. Students are assisted in planning a meaningful program of studies, including student activities.	87.5	12.5	0
15. Counselors spend too much time on administrative duties.	50.0	37.5	12.5
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	37.5	50.0	12.5

		Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17.	Counselors play an important role in special education placements and staffings.	87.5	12.5	0
18.	Counselors act as intermediaries between students and teachers in conflict situations.	100.0	0	0
19.	Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	75.0	25.0	0
20.	Teacher/counselor communication is satisfactory.	100.0	0	0
21.	Teachers seek help from counselors in their attempts to help children.	100.0	0	0
22.	Counselors aid teachers with students who have instructional and emotional problems.	100.0	0	0
23.	Counseling services are available to students at all times during the school day.	50.0	12.5	37.5
24.	Counselors are involved in school activities, clubs, assemblies, etc.	87.5	0	12.5
25.	Students are reasonable in their requests to see counselors.	62.5	37.5	0
26.	More counselors are needed to provide adequate services to students.	87.5	12.5	0
27.	The classroom guidance units (e.g., Decisions, All About You) are helpful to students.	100.0	0	0
28.	Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	25.0	37.5	37.5
29.	Counselors help students develop awareness of educational/vocational abilities and goals.	87.5	0	12.5
30.	Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	87.5	0	12.5
31.	Counselors help students develop self-understanding and self-responsibility.	87.5	12.5	0
32.	Counselors assist students to become increasingly self-directive in planning and decision-making.	87.5	12.5	0

33. Overall, how would you rate the junior high school counseling services in the Mesa Public Schools?

Excellent/Above Average	85.7%
Average	14.3%
Below Average/Poor	0

JUNIOR HIGH STUDENTS
RESPONSES BY PERCENT

		Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
5.	I feel free to discuss my personal feelings and problems with the counselors.	41.0	31.3	27.7
6.	Counselors are usually available when I need them.	48.7	24.0	27.3
7.	Counselors can be trusted to keep student confidences.	65.6	24.9	9.5
8.	Counselors provide enough information about graduation requirements.	47.6	31.9	20.5
9.	The school has information I want and need to know about choices available to me after high school.	58.0	27.6	14.3
10.	It is difficult for a student to obtain a pass to go to the counselors' offices.	39.6	25.4	35.0
11.	I feel it is important to have an adult at school who is personally concerned about me.	57.1	27.7	15.2
12.	The classroom guidance units (e.g., Decisions, All About You) are helpful to me.	32.4	47.8	19.7
13.	I have received guidance in developing decision-making skills.	35.5	36.4	28.1
14.	I have received guidance in developing problem-solving skills.	34.1	38.0	27.9
15.	I am aware of the services that counselors can provide.	68.9	16.2	14.9
16.	Counselors have helped me in planning my school schedule.	49.1	20.8	30.1
17.	I have never felt it necessary to go to the counseling office.	36.2	16.9	46.9
18.	Counselors have helped me interpret test scores.	13.1	38.6	48.3
19.	Counselors have helped me to understand myself better.	24.6	35.8	39.6
20.	Counselors have been helpful to me in developing my career goals and plans.	33.4	31.6	35.0
21.	The activities in the "Red Folder" are helpful.	34.6	47.4	18.0

HIGH SCHOOL PARENTS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
5. Personal counseling is available on a one-to-one basis for any student who desires it.	82.2	8.9	8.9
6. My child(ren) has a significant adult at school who is personally concerned about him/her.	49.1	26.6	24.3
7. More counselors are needed to provide adequate services to students.	57.8	26.2	16.0
8. Counselors are presently available to parents by telephone or through meetings and after the school day.	70.9	18.4	10.7
9. Counseling services are adequately explained to parents.	29.1	18.5	52.3
10. Counseling services are adequately explained to students.	50.5	22.8	26.7
11. My child(ren) feel comfortable talking to the school counselor.	50.3	27.5	22.3
12. Students receive guidance in developing decision-making skills.	45.4	24.6	30.1
13. Students receive guidance in developing problem-solving skills.	36.7	34.4	28.9
14. Counselors have helped my child(ren) plan meaningful school programs.	44.9	21.1	34.0
15. Information on future employment and education is available through counseling services.	72.1	18.8	9.0
16. Counselors act as intermediaries between students and teachers in conflict situations.	42.3	39.3	18.4
17. Counselors act as intermediaries between students and parents in conflict situations.	27.6	49.1	23.3
18. Parent/counselor communication is satisfactory.	34.8	32.8	32.3
19. The Principles of English II Career Planning Unit is helpful to my child(ren).	30.7	55.8	13.5

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
20. Counselors serve student interests best through direct counseling, either individually or in small groups.	77.3	15.3	7.5
21. Counselor help in course selection is available to all students.	69.2	18.2	12.7
22. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	30.8	40.9	28.3
23. More information on financial aids and scholarships for college should be publicized.	82.0	12.7	5.2

24. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

Excellent/Above Average	37.2%
Average	46.4%
Below Average/Poor	16.4%

HIGH SCHOOL TEACHERS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	88.2	2.1	9.7
2. Students receive guidance in developing decision-making skills.	42.0	26.4	31.6
3. Students receive guidance in developing problem-solving skills.	33.3	31.9	34.7
4. It is important to have confidentiality in the counselor's office.	95.8	2.1	2.1
5. Students receive assistance in developing a realistic self-concept.	46.9	30.2	22.9
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	68.8	19.1	12.2
7. Students are assisted in finding information about future employment and education.	83.0	7.3	9.7
8. Counselors advertise the skills/services they have available for teachers and students.	58.7	11.1	30.2
9. Students are presently made aware of alternative choices available to them for post-high school plans.	73.4	14.1	12.4
10. More information on financial aids and scholarships for college should be publicized.	56.1	19.7	24.2
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	36.0	29.1	34.9
12. Counselor help in registration is available for every student.	64.4	7.6	28.0
13. Counselors spend too much time on schedule changes.	59.4	18.4	22.2
14. Students are assisted in planning a meaningful program of studies, including student activities.	41.9	15.9	42.2
15. Counselors spend too much time on administrative duties.	42.1	39.0	19.0
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	26.0	33.3	40.6

		Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17.	Counselors play an important role in special education placements and staffings.	55.0	24.6	20.4
18.	Counselors act as intermediaries between students and teachers in conflict situations.	46.9	16.3	36.8
19.	Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	50.9	25.1	24.0
20.	Teacher/counselor communication is satisfactory.	59.4	6.9	33.7
21.	Teachers seek help from counselors in their attempts to help children.	70.9	9.7	19.4
22.	Counselors aid teachers with students who have instructional and emotional problems.	62.3	11.1	26.6
23.	Counseling services are available to students at all times during the school day.	61.8	11.5	26.7
24.	Counselors are involved in school activities, clubs, assemblies, etc.	48.8	24.9	26.3
25.	Students are reasonable in their requests to see counselors.	55.2	18.8	26.0
26.	More counselors are needed to provide adequate services to students.	39.4	19.4	41.2
27.	Principles of English II Career Planning Unit is helpful to students.	25.5	64.3	10.1
28.	Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	8.7	32.1	59.2
29.	Counselors help students develop awareness of educational/vocational abilities and goals.	61.1	18.8	20.1
30.	Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	41.5	29.3	29.3
31.	Counselors help students develop self-understanding and self-responsibility.	43.0	27.6	29.4
32.	Counselors assist students to become increasingly self-directive in planning and decision-making.	38.8	29.0	32.2

33. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

Excellent/Above Average	59.8%
Average	29.1%
Below Average/Poor	11.1%

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HIGH SCHOOL COUNSELORS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	77.3	0	22.7
2. Students receive guidance in developing decision-making skills.	95.7	0	4.3
3. Students receive guidance in developing problem-solving skills.	91.3	4.3	4.3
4. It is important to have confidentiality in the counselor's office.	100.0	0	0
5. Students receive assistance in developing a realistic self-concept.	95.7	0	4.3
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	78.3	17.4	4.3
7. Students are assisted in finding information future employment and education.	100.0	0	0
8. Counselors advertise the skills/services they have available for teachers and students.	82.6	4.3	13.0
9. Students are presently made aware of alternative choices available to them for post-high school plans.	100.0	0	0
10. More information on financial aids and scholarships for college should be publicized.	21.7	8.7	69.6
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	17.4	4.3	78.3
12. Counselor help in registration is available for every student.	87.0	0	13.0
13. Counselors spend too much time on schedule changes.	78.3	8.7	13.0
14. Students are assisted in planning a meaningful program of studies, including student activities.	82.6	8.7	8.7
15. Counselors spend too much time on administrative duties.	52.2	13.0	34.8
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	34.8	13.0	52.2

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17. Counselors play an important role in special education placements and staffings.	69.6	4.3	26.1
18. Counselors act as intermediaries between students and teachers in conflict situations.	95.7	0	4.3
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	82.6	0	17.4
20. Teacher/counselor communication is satisfactory.	73.9	8.7	17.4
21. Teachers seek help from counselors in their attempts to help children.	90.9	0	9.1
22. Counselors aid teachers with students who have instructional and emotional problems.	90.9	0	9.1
23. Counseling services are available to students at all times during the school day.	81.8	0	18.2
24. Counselors are involved in school activities, clubs, assemblies, etc.	68.2	13.6	18.2
25. Students are reasonable in their requests to see counselors.	95.5	4.5	0
26. More counselors are needed to provide adequate services to students.	72.7	4.5	22.7
27. Principles of English II Career Planning Unit is helpful to students.	90.9	9.1	0
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	27.3	9.1	63.6
29. Counselors help students develop awareness of educational/vocational abilities and goals.	100.0	0	0
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	90.5	0	9.5
31. Counselors help students develop self-understanding and self-responsibility.	95.2	0	4.8
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	90.5	9.5	0

33. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

Excellent/Above Average	90.0%
Average	10.0%
Below Average/Poor	0 %

HIGH SCHOOL ADMINISTRATORS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	70.6	0	29.4
2. Students receive guidance in developing decision-making skills.	52.9	29.4	17.6
3. Students receive guidance in developing problem-solving skills.	41.2	35.3	23.5
4. It is important to have confidentiality in the counselor's office.	82.4	11.8	5.9
5. Students receive assistance in developing a realistic self-concept.	58.8	35.3	5.9
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	70.6	11.8	17.6
7. Students are assisted in finding information about future employment and education.	88.2	5.9	5.9
8. Counselors advertise the skills/services they have available for teachers and students.	82.4	5.9	11.8
9. Students are presently made aware of alternative choices available to them for post-high school plans.	76.5	5.9	17.6
10. More information on financial aids and scholarships for college should be publicized.	35.3	23.5	41.2
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	29.4	11.8	58.8
12. Counselor help in registration is available for every student.	70.6	5.9	23.5
13. Counselors spend too much time on schedule changes.	17.6	5.9	76.5
14. Students are assisted in planning a meaningful program of studies, including student activities.	58.8	5.9	35.3
15. Counselors spend too much time on administrative duties.	17.6	35.3	47.1
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	11.8	23.5	64.7

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17. Counselors play an important role in special education placements and staffings.	62.5	18.8	18.8
18. Counselors act as intermediaries between and teachers in conflict situations.	76.5	5.9	17.6
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	52.9	41.2	5.9
20. Teacher/counselor communication is satisfactory.	64.7	17.6	17.6
21. Teachers seek help from counselors in their attempts to help children.	82.4	5.9	11.8
22. Counselors aid teachers with students who have instructional and emotional problems.	70.6	11.8	17.6
23. Counseling services are available to students at all times during the school day.	82.4	0	17.6
24. Counselors are involved in school activities, clubs, assemblies, etc.	29.4	11.8	58.8
25. Students are reasonable in their requests to see counselors.	64.7	17.6	17.6
26. More counselors are needed to provide adequate services to students.	47.1	5.9	47.1
27. Principles of English II Career Planning Unit is helpful to students.	64.7	35.3	0
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	5.9	23.5	70.6
29. Counselors help students develop awareness of educational/vocational abilities and goals.	82.4	5.9	11.8
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	41.2	23.5	35.3
31. Counselors help students develop self-understanding and self-responsibility.	64.7	11.8	23.5
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	58.8	11.8	29.4

33. Overall, how would you rate the high school counseling services in the Mesa Public Schools ?

Excellent/Above Average	78.6%
Average	14.3
Below Average/Poor	7.1

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HIGH SCHOOL CAREER SPECIALISTS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
1. Personal counseling is available on a one-to-one basis for any student who desires it.	100.0	0	0
2. Students receive guidance in developing decision-making skills.	60.0	0	40.0
3. Students receive guidance in developing problem-solving skills.	80.0	0	20.0
4. It is important to have confidentiality in the counselor's office.	100.0	0	0
5. Students receive assistance in developing a realistic self-concept.	80.0	20.0	0
6. Teachers are receptive to counselors being in their classrooms for teaching sessions, question and answer sessions, etc.	60.0	20.0	20.0
7. Students are assisted in finding information about future employment and education.	100.0	0	0
8. Counselors advertise the skills/services they have available for teachers and students.	80.0	0	20.0
9. Students are presently made aware of alternative choices available to them for post-high school plans.	100.0	0	0
10. More information on financial aids and scholarships for college should be publicized.	60.0	0	40.0
11. There is a need for more information concerning the armed services, ROTC, and military academies in the secondary schools.	40.0	0	60.0
12. Counselor help in registration is available for every student.	100.0	0	0
13. Counselors spend too much time on schedule changes.	80.0	20.0	0
14. Students are assisted in planning a meaningful program of studies, including student activities.	60.0	20.0	20.0
15. Counselors spend too much time on administrative duties.	80.0	0	20.0
16. Counselors should have more time for planning special events such as college visitations, career days, etc.	80.0	0	20.0

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
17. Counselors play an important role in special education placements and staffings.	60.0	20.0	20.0
18. Counselors act as intermediaries between students and teachers in conflict situations.	80.0	0	20.0
19. Counselors have competencies that teachers can use in their classrooms (testing, classroom management, etc.).	100.0	0	0
20. Teacher/counselor communication is satisfactory.	80.0	0	20.0
21. Teachers seek help from counselors in their attempts to help children.	100.0	0	0
22. Counselors aid teachers with students who have instructional and emotional problems.	100.0	0	0
23. Counseling services are available to students at all times during the school day.	80.0	0	20.0
24. Counselors are involved in school activities, clubs, assemblies, etc.	80.0	20.0	0
25. Students are reasonable in their requests to see counselors.	60.0	0	40.0
26. More counselors are needed to provide adequate services to students.	80.0	0	20.0
27. Principles of English II Career Planning Unit is helpful to students.	80.0	20.0	0
28. Counselors help students develop study skills such as reading, concentration, memory, speaking to groups.	40.0	20.0	40.0
29. Counselors help students develop awareness of educational/vocational abilities and goals.	80.0	0	20.0
30. Counselors help students develop interpersonal skills such as communicating with parents, being responsive to others' needs, etc.	60.0	20.0	20.0
31. Counselors help students develop self-understanding and self-responsibility.	80.0	20.0	0
32. Counselors assist students to become increasingly self-directive in planning and decision-making.	60.0	40.0	0

33. Overall, how would you rate the high school counseling services in the Mesa Public Schools?

Excellent/Above Average	80.0%
Average	20.0%
Below Average/Poor	0

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HIGH SCHOOL STUDENTS
RESPONSES BY PERCENT

	Strongly Agree + Agree	No Opinion	Disagree + Strongly Disagree
5. I feel free to discuss my personal feelings and problems with the counselors.	31.4	28.5	40.1
6. Counselors are usually available when I need them.	42.2	20.1	37.7
7. Counselors can be trusted to keep student confidences.	54.8	33.9	11.3
8. Counselors provide enough information about graduation requirements.	66.2	14.6	19.2
9. The school has information I want and need to know about choices available to me after high school.	60.1	23.7	16.2
10. It is difficult for a student to obtain a pass to go to the counselors' offices.	39.5	23.6	36.9
11. I feel it is important to have an adult at school who is personally concerned about me.	53.0	32.4	14.6
12. Principles of English II Career Planning Unit is helpful to me.	23.9	58.9	17.1
13. I have received guidance in developing decision-making skills.	32.7	32.1	35.3
14. I have received guidance in developing problem-solving skills.	25.8	37.6	36.6
15. I am aware of the services that counselors can provide.	61.3	18.4	20.4
16. Counselors have helped me in planning my school schedule.	50.6	14.2	35.2
17. I have never felt it necessary to go to the counseling office.	24.3	16.9	58.8
18. Counselors have helped me interpret test scores.	15.7	30.5	53.8
19. Counselors have helped me to understand myself better.	12.4	34.2	53.5
20. Counselors have been helpful to me in developing my career goals and plans.	26.5	29.4	44.2
21. The activities in the "Red Folder" are helpful.	25.5	49.4	25.1